LET'S GO OUT-OF-DOORS

JENNIE LOU MILTON

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JENNIE LOU MILTON

Prepared from a Descriptive Outline developed by Protestant Christian forces of the United States and Canada through the International Council of Religious Education, and released to the constituent denominations.

LEADER'S MANUAL

Co-operative Vacation Church School Manual for Kindergarten Vacation Church School Groups

PUBLISHED FOR

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To
The Many Children Who Have Added Joy and
Beauty to My Living

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INTRODUCTION

LET'S GO OUT-OF-DOORS contains suggestions and materials for twenty-five sessions of a beginner department or class in a vacation church school. The material has been so arranged that workers who wish to have vacation sessions for a shorter period than five weeks will have no difficulty. The course is divided into four teaching units. The first three of these units—"Working Out-of-Doors," "Living Out-of-Doors," and "Homes for All"—are so closely tied together, and one goes so naturally into the next, that any unit may be supplemented by a few sessions from the next unit without making either children or workers feel a break in continuity. It is possible also for workers to change the order of the units, to select only one or two for use in a short term school, or to make other combinations to suit local needs. The last teaching unit contains suggestions for activities through which the children may share with their parents some of the most interesting, worth-while experiences that they have had during the vacation school; therefore it is not intended for separate use, but should follow the other unit or units. If the vacation school is very short, three complete sessions cannot well be devoted to this type of sharing; hence workers should adapt the suggestions given in Sessions 23, 24, and 25, so that the sharing with fathers and mothers will occupy only parts of the last two days.

Purpose of the Course

Naturally each section, or teaching unit, will have its own aims or objectives, but the purpose of LET'S GO OUT-OF-DOORS as a whole may be stated as follows:

To help every child:

Experience that sense of security which comes from the feeling that he is living in a friendly world, a world undergirded by the plan of a strong, kindly Father who cares for all creatures.

Understand some of the ways in which God works in the world so that his confidence in God may be built on an intelligent foundation, not on false assumptions concerning God's work and care.

Talk frequently and spontaneously with God.

Experience the joy and responsibility of working with God in caring for his world and making it more beautiful.

Share happy experiences and beautiful things.

Grow in ability to work and play happily and helpfully with others.

Appreciate father and mother more and strive harder to help at home.

Feel beauty and wonder in the world of Nature.

Associate the beauties of Nature with God, their creator.

Space and Arrangement

To a little child the world of Nature is filled with beautiful, wonderful things; and, with proper guidance, the child will respond with love and reverence toward the loving Father, who made all these marvelous things: flowers, trees, birds, sun, rain, wind, clouds, sky, butterflies, sunsets, rainbows, and animals. The simple injunction, "Come and see this lovely spider web," may be the beginning of a great spiritual experience. Joy in and regard for inanimate and growing things—and eventually for their creator—can come only from actual contact with these things, not in a laboratory or in the teacher's hands as an object lesson, but in the natural setting where God placed them. Regard for bird life, flower life, human life comes only from experience. We do not revere when we do not care deeply, and our emotions are not genuinely and wholesomely touched until we have participated in the care of life. For this reason the desired goals given above for LET'S GO OUT-OF-DOORS cannot be attained unless the children spend much unhurried time outdoors.

A large tree on the church lawn may become the meeting place for the beginner group for all or a large part of almost every session. If the church lawn has no trees, the group may follow the shade of the building or may use the shady yard of a friend who lives near by. In a down-town church the children may go frequently to a park, and they may collect many plants and other nature objects in their own room. In a crowded city district the children may make trips to a park or a friend's garden, and the roof of a tall building may give an opportunity for additional con-

tacts with sunshine, rain, sky, clouds, shadows, wind, and perhaps birds or pigeons. On a roof playground pets may be brought for a brief visit—a rabbit, guinea pigs, a canary, or even a cat or a dog. It is surprising how many interesting nature objects can be collected in even a densely populated city community if the interest of the children is aroused: a shell Uncle John brought home from the seashore, a geranium in a tin can, barley seed, a scrawny cactus, a handful of pebbles, a sprouting onion or bean, or even a seed from an olive tree in the Holy Land.

For the rest period and for certain special activities it may be wise to use the regular beginner room or other indoor space—workers in each church will decide for themselves—but this entire course, LET'S GO OUT-OF-DOORS, is prepared on the assumption that the children will have frequent contacts with the outdoor world, with animals, and with inanimate things not made by the hands of man. If the group exceeds eighteen, it may be best to use the beginner room as the place of assembly, from which the children will make frequent excursions into the out-of-doors, as inexperienced teachers often have difficulty directing a large group of children when they are outdoors.

Whatever arrangement is used, there should be adequate space for the children's activities, and this space should be clean and comfortable. Into it workers and children will bring from time to time things which are interesting and pretty, and from it they will go on excursions of exploration.

Provision should be made for a cabinet or a table for keeping materials, both indoors and outdoors. If cabinets are not available, one may be made by placing boxes on top of one another to form shelves, or shelves may be built in a large box.

If some simple play apparatus can be provided, a playground may be arranged for use during the special period for free play and games. Low swings, a sand box, a seesaw, and a few wooden boxes and boards may often be secured at small cost. Such a playground makes a real contribution to the success of a vacation school; but if it cannot be arranged, worth-while sessions may be held without it.

Materials for Activities

The beginner worker who guides the experiences suggested in this course need not be a specialist in nature study; but if, before the vacation school begins, she will open her eyes to see the things of interest in her everyday environment, she can greatly enrich the experiences of the children. The following are some of the things that she may notice: the most common birds of early summer, location of some birds' nests, different kinds of clouds, where flowers might be planted or secured, location of pretty flower gardens in the community or fields of wild flowers not too far from the church for the children to make excursions there, homes of the most common little creatures living in that vicinity—ants, spiders, frogs, fish, wasps, and snails. It should be remembered that a number of the more common birds—for example, robins, cardinals, mocking birds, bluebirds, and English sparrows—raise more than one brood during a season.

If the vacation school is planned for only a few weeks, yet the worker wants the children to be able to plant flowers that will bloom during the school, sometime in the early spring she may get the regular beginner group to plant seeds of petunias or other hardy plants, she may plant them herself, or she may get some parent to plant them; thus the flowers will be ready for transplanting when the vacation school opens. If the vacation school will be held after the middle of June, except in a summer resort, or if the weather is likely to be very dry and hot, some of the petunias should be planted in a box which can be moved to the church during the vacation school so that the children will have blooming plants to take care of even if the lateness of the season or the heat makes transplanting them at that time unwise. Petunias are recommended because they are hardy, bloom profusely, and do not require rich soil.

If the teaching unit, "Homes for All," is selected for use, the worker in charge should arrange in advance for securing some kind of pet. It may be a rabbit, baby chickens or ducks, a turtle, a snail, a canary, or even a puppy. The important thing is that the children have something that is alive that they can take care of. A rabbit or a Belgian hare would be very practical since it would

be easily cared for. A house, or hutch, may be built from a large wooden box. Unless the house is large and very substantial, it is wise to keep the rabbit indoors, because of the danger from dogs. A rabbit or Belgian hare may be bought at a reasonable price from a pet shop or from someone who raises rabbits for market. If a turtle is desired, a junior boy may be asked to catch a native turtle, or a small painted turtle may be bought from a pet shop or a ten-cent store. The price usually ranges from ten to thirty-five cents. Often it is possible for workers to borrow a canary or some baby chicks or ducks for a few days. A snail may be found in a garden or in an orchard.

If large dry-goods boxes are desired for an outdoor playhouse, arrangements should be made in advance with local merchants.

More specific suggestions concerning materials needed for special activities are given at the beginning of each teaching unit. These lists seem long, but when workers examine them carefully they will soon discover that many of the materials can be collected in the community without cost if workers are alert and will strive to secure the co-operation of parents. Most of the other materials can be obtained for a very small sum.

On pages 106-149 workers will find stories, poems, games, and songs referred to in the teaching plans.

A small first-aid kit should always be provided. This kit should include: one roll of two-inch gauze bandage, one roll of half-inch adhesive tape, two ounces of iodine or mercurochrome.

Number of Children

This course was developed for fifteen or eighteen children. Although this small number is very desirable, groups in some churches may have to include more. If the number exceeds twenty-five or thirty, however, there should be two separate beginner groups, each with its own workers, if space can possibly be found for them, or three groups if there are more than fifty children. In a large church that has two or three beginner departments the children may be grouped as they are on Sunday morning; otherwise, they may be divided according to age—younger children in one group and older children in another—or numerically by alphabetical arrangement of family names—for example, A to L in one group

and M to Z in another. Each group should be considered as a separate department, with its own workers and its own activities. It should be remembered that informal procedure is impossible if the group is large.

Workers

For fifteen or eighteen children one worker in charge and two or three helpers will usually be needed, although a trained kindergarten worker may get along without helpers. If there are more children, naturally more workers will be needed.

Advance preparation should be made by workers for the entire term of the school. This advance preparation should include: reading this book carefully, selecting teaching units to be used, making general plans for activities, learning songs and stories needed, collecting and arranging materials, and planning for the necessary space and equipment. In addition to this general preparation, day-by-day planning will be essential. Suggestions for a workers' conference for all beginner workers to be held at the close of each day's session are given as a part of the plans for each day. Its purpose is twofold: to talk over the experiences of the day and to plan for the next session.

Teaching plans suggested for each session are intended merely as suggestions, not as plans which any worker is expected to follow in detail. Workers are supposed to be teaching children, not a course; therefore, they are expected to let the responses of the children, not any specific suggestion in "Teaching Plans," determine the activities of each session. They will change, adapt, shorten, or lengthen any activity suggested in this book in order to make the experiences as profitable to the children as possible, or will even discard all the suggestions and, together with the children, plan their own activities and schedule.

The order in which the situations are presented in this book may not be the order which will best meet the needs of all groups. Workers should study their own groups and use the situations, or sessions, in the order which seem to fit the needs of the children.

Time Schedule

Each session is planned for three hours. In addition, sugges-

tions are given for a workers' conference to be held at the close of each session, which should last at least thirty minutes. From nine to twelve or from eight-thirty to eleven-thirty in the morning are favorite hours for a vacation school. Then, if the children leave promptly, the conference may be over in time for workers to get home for the midday meal.

With an informal procedure, it is not possible to follow the same schedule every day, for the schedule must be determined by the activities to be carried out. Parts of the program which need to be kept at approximately the same hour every day, however, are the toilet period, the lunch period, and the rest period. For teaching plans in this course the following time arrangement was used as the basic schedule, but variations were made frequently, as the reader will soon discover. Workers in each school, in turn, will need to change and adapt the plans suggested in order to make them fit local conditions.

A brief conference period when needed; work with materials or an excursion; story, song, play, and worship	65 minutes
Toilet, washing hands, and lunch	30 minutes
Rest	10 minutes
Free play or games	15-20 minutes
Work with materials, or an excursion; planning; music, story, play, worship ..	20-25 minutes
Preparing to go home	5-10 minutes

Going to the Toilet

Because of the vital importance of regular habits of elimination on the part of young children, it is wise to set aside a definite time about the middle of the session when all the children go to the toilet. A worker should go with each small group of children to see that there is no loitering, that hands are washed after use of the stool, and that the children receive any necessary help in handling clothes. After a worker is sure that a child can and will perform the toilet operations quickly and in a desirable manner, that child may be permitted to go to the bathroom, or toilet, alone, but a worker should always be at hand when more than one child is there. Boys and girls should be taken in separate groups.

Lunch

For educational as well as nutritional reasons it is recommended that lunch be served in the middle of each session. The lunch period may be one of the most valuable teaching periods of the entire day. Aside from the cultivation of interest in eating certain foods, there is an opportunity for practicing a number of very desirable social habits.

The lunch should be light but nourishing. For this purpose, a small glass of milk or orange juice for each child is suggested, with a Graham cracker added if desired. Often parents will donate the supplies for lunch. Paper cups may be used, or every child may bring a glass from home. Paper napkins are practical and inexpensive.

On the first day all children enrolled may be divided into groups —usually from four to six in a group—and each group be assigned one day to serve. After all children have thus had a chance to serve, new groupings may be made. Each day the group that has the responsibility for serving should go to the toilet a few minutes early. Then while the rest of the children are going to the toilet and washing their hands, the lunch committee may prepare lunch. If tables are available, they may place cups and napkins on the tables, arrange the chairs, get plates of Graham crackers ready for serving, and perhaps put a vase of flowers on each table. It is desirable to have a small pitcher of milk or orange juice on each table so that every child may pour his own; but if the supply is limited or the children's cups of different sizes, a worker will have to pour the drink. If there is no table, the children may form in line and pass by the serving committee to get napkins, and milk. When lunch is ready, children and workers may say or sing grace. For this purpose, see the song, "Thanks," page 141.

Although mealtime for young children is not particularly a time for conversation, it is an occasion for a number of important social experiences—for example, pulling out the chair quietly without bumping another child, sitting down properly, taking only one cracker, handling food only as much as is really necessary, eating without dawdling, chewing with mouth closed, taking food into mouth in small quantities, refraining from speaking while mouth

is full, saying, "Excuse me," when unintentionally disturbing another, cleaning off table or floor when milk is accidentally spilled or a cracker dropped, keeping hands off other people, talking to a neighbor in conversational tones about interesting experiences, listening while a friend talks, saying, "Excuse me," when ready to leave the table, and placing own paper napkin and paper cup—if these are used—in the waste paper basket. Lunch time should be a happy time, however, and workers should not use this period as an occasion for nagging or preaching about table manners. The significant thing is that the children shall gradually grow into the habit of thoughtfulness for others. To their own example of thoughtfulness workers may, little by little, add tactful suggestion and direct teaching in courtesy. In this way so-called table manners may come slowly as the result of consideration for others, not as arbitrary rules laid down by adults.

When lunch is over, the lunch committee should brush crumbs off tables, take plates and bottles, or pitchers, to the temporary kitchen, and wash and dry them ready for use at the next session. If each child has brought his own glass from home, he may wash and dry it himself as soon as he leaves the table. This dish-washing does not take long, and the children enjoy it if the worker in charge sees that a pan of warm, soapy water, and clean dish towels are ready as soon as lunch is over.

Carried out in this quiet, purposeful, unhurried way, the lunch period presents numerous opportunities for the forming of helpful habits of eating, for little acts of courtesy, and for incidental but significant bits of conversation.

Rest

Four- and five-year-old children are easily overstimulated. Their work and play are likely to be much more exciting and exhausting than adults realize. A brief rest period should always follow the lunch period, or should come near the middle of the session if lunch is not served. The children may lie on mats, kindergarten robes, bath rugs, automobile robes, newspapers, or large sheets of wrapping paper spread on the floor or in a dry place out-of-doors. A paper napkin may serve as a head rest if desired. Every child should place and remove his own bed. Sometimes

quiet music on the piano or a lullaby sung by the teacher brings the needed relaxation and rest. The children will not rest, however, if workers are moving around the room, talking or arranging materials. The workers, as well as the children, should be quiet and rest.

Gifts of Money

In some communities children will be expected to bring gifts of money to vacation school, while in other communities such a plan would seriously interfere with attendance and morale. Workers should decide in advance whether they will encourage the bringing of an offering. If the bringing of money is deemed desirable, arrangements should be made for the children to use their gifts for some activity for others which is within the interest and understanding of four- and five-year-old children—for example, buying milk for undernourished babies, supplying clothes for children in need, providing toys for a church kindergarten, or helping other children have materials for a happy time at church school—and conversation, stories, pictures, and activities should be employed to make the cause for which the money is to be devoted meaningful to the children.

Since many beginner groups in vacation schools will not have money offerings, and since the causes to which the other beginner groups will contribute will vary widely, little effort has been made in this course to give specific guidance in the teaching plans for the handling of money gifts. It is suggested that if an offering is desired, a suitable container for the money be placed on a table near the entrance and the children be encouraged to drop in their offering when they arrive. Sufficient time should be taken on several days in succession and at intervals thereafter for conversation, stories, counting of money, looking at pictures, talking to God, and other experiences relating to the money and its proposed use to lead to understanding and sustained interest. Such a plan is preferable to a daily offering service of song, prayer, and presentation of money.

Bible Material

In connection with each teaching unit certain biblical material is

listed. Some of these passages will be used as stories. Whenever separate verses are given, it is hoped that they will be used frequently and informally throughout the sessions of that particular teaching unit just as conversation, songs, and poems are used, not as something to be "taught," but as materials to guide and enrich the experiences which the children are having. This use of Bible verses over and over again as a simple and natural part of everyday experiences makes them mean much more to the children than any amount of memorizing of "memory verses" could ever do.

Fill-in Activities

In addition to the major activities of each session, many fill-in activities are needed. Often the children will return from the toilet five minutes before the lunch committee has lunch ready. The group comes back from an excursion ten minutes before the hour for dismissal. There is not enough time to start a large, new activity, yet there is too much time for the children to devote to aimless wandering around. Such bits of time may add much to the joy and the learning of the children if used to sing familiar songs or to learn a new one, to read or say poems, to look at picture books, to examine nature objects collected, to mount pictures for use at a future session, to straighten supplies in the cabinet, to arrange new pictures on bulletin board or screen, or to put the room in order.

Books for Children

The following is a list of books that may be used to advantage in some of these fill-in moments. A few may be bought, and others may be secured from a city or school library. In addition, attractive books can be made from magazine pictures and heavy wrapping paper or yellow window shades. A few books carefully chosen are worth more than a large collection carelessly handled:

First Bible Stories. Jessie Eleanor Moore.
Jesus and the Children. Ethel Smither.
Ask Mr. Bear. Marjorie Flack.
I Spend the Summer. James S. Tippett. (Poetry.)
Poetry Book One. Huber, Bruner, and Curry.

Angus and the Ducks. Marjorie Flack.
Choosing Book. Alice Dalgliesh.
Social Science Readers: *Grandfather's Farm, Story About Boats,* and *An Airplane Ride.* Read.
When We Were Very Young. A. A. Milne. (Poetry.)
Now We Are Six. A. A. Milne. (Poetry.)
Junket Is Nice. Dorothy Kunhardt.
Second Picture Book of Animals. Das Tier.
Millions of Cats. Wanda Gag.
Johnny Crow's Garden. Leslie Brooke.
Peter Rabbit. Beatrix Potter.
Nancy. Ruth Alexander Nichols.
Here, There and Everywhere. Dorothy Aldis. (Poetry.)
Everything and Anything. Dorothy Aldis. (Poetry.)
I Live In a City. James S. Tippett. (Poetry.)
Four-footed Friends. Gabriel.
A Day with Betty Ann. Baruch.
Farmyard Friends. Gabriel.
Animal Land. Gabriel.
Lion's Cub. Williamson.
Wag-Tail Bess. Marjorie Flack.
A World to Know. James S. Tippett. (Poetry.)
Singing Time. Coleman and Thorn. (Songs.)

TEN-CENT BOOKS

Our Animal Friends. Whitman.
Playtime. Whitman.
On Our Farm. Saalfield.
One Hundred Best Poems for Boys and Girls. Barrows.
Birds. Shankland.
Bugs. Walter Whitman.
Forest Friends. Shankland.
Wild Flowers We Know. Burgess. Whitman.
Little Pig. Hamilton Williamson. Whitman.
Little Dog Cracker. Dixon and Hartwell. Whitman.
Dogs. Thorne. Saalfield.
A Child's Garden of Verses. Stevenson. Whitman. (Poetry.)
Three Little Kittens. Peat. Saalfield.
Birds. Ashbrook. Whitman.

How to Use This Course

In a course such as this, which is based on experiences out-of-doors, workers must be ready to change their plans quickly to suit the weather and other unexpected conditions. They may have planned experiences with sunshine, shadows, and a prism, but

instead of the sun, clouds and rain appear. They must shift without delay to more appropriate activities—for example, conversation about rain, making sun-and-rain books, blowing bubbles, or making and sailing boats. If a child discovers a mother cardinal feeding three baby cardinals in their nest, the experience is too significant to be neglected. Plans for the day may have centered around boats and wind, but plans must be discarded, or at least rearranged, in order to make a place for conversation, stories, and activities relating to birds. If a spider web is found on a branch of larkspur today, it should be enjoyed today, if possible; otherwise, its beauty may be lost as far as the children are concerned. On the other hand, a flower garden reported today may be visited tomorrow or several days later.

In the specific activities suggested in the teaching plans, effort has been made to recognize the church group that has easy access to the outdoors and the group whose contacts with the outdoor world must be decidedly limited, the church in the far south and the church further north. Often alternative activities are suggested. Choose the activities best suited to your own situation.

Because of the limitation of space in the book, specific guidance of conversation with all suggested activities could not be included. Representative glimpses of actual situations, showing the responses of teacher and children, are scattered throughout the teaching plans, however. These are not given as models to be copied, but it is hoped that they will help workers see how they can utilize the responses of the children and stimulate the children to think for themselves. In this way, and only in this way, can genuine worship and group participation be assured.

All materials in this book—stories, songs, games, and suggested activities—are intended only as source material for workers to use *if* and *when* they need them to guide, interpret, and enrich the actual experiences of the children. The division into sessions and into a suggested order of procedure was planned merely because it was thought that such an arrangement might aid the inexperienced teacher in making her first plans. If thus conceived and used, the course may serve to release the creative powers within both teachers and children; but if followed slavishly, it will be a millstone about their necks.

TEACHING UNIT ONE: WORKING OUT-OF-DOORS

SESSIONS 1-7

Purpose of This Unit

What We Hope Each Child Will Think and Feel: God has filled the world with beautiful things for me and other people to enjoy because he loves us. Sunshine and rain help flowers, grass, and trees grow. Only God can make a flower, a tree, or grass, but I can help him make them grow. The loving Father likes to have children help him care for flowers, birds, and people. I love God and like to help him.

What We Hope Each Child Will Do: Make people happy with flowers which he has taken care of; show kindness to birds; look for beautiful things outdoors; talk frequently and spontaneously with God; grow in ability to work and play happily and helpfully with others.

NOTE: The purpose of each teaching unit is expressed in terms of what workers hope each child will think, feel, and do. This does not mean that the child is expected to express all these thoughts and feelings in words. Workers must discover a child's thoughts and feelings as frequently by his facial expressions and his actions as by his words. It is a mistake, moreover, to expect tangible evidences of all the child's thoughts and feelings, for often his most significant thoughts and feelings remain hidden.

Materials Needed for This Unit

Flower boxes and sufficient rich dirt to fill them, or outdoor space for flower bed; petunia plants or other hardy flowers almost ready to bloom which may be transplanted; trowels, large kitchen spoons—and small hoes, rakes, and spades if an outdoor garden is planned.

Large-mouthed bottles, jars, and cans without sharp edges; can of green tempera paint, bottle of turpentine, one or two paint brushes; empty can for holding brushes.

Heavy wrapping paper or old newspapers; safety pins; string.

Large, shallow, wooden bread bowl or a dark-colored granite pan, and a few rocks if they are available; or, if a bird bath cannot be built, borrow a canary for a few days.

Watering can or sprinkler.

Drawing paper or tan, unglazed wrapping paper; light-colored cardboard; crayons; scissors with blunt points.

Cut flowers; vases.

Picture books, preferably of children, birds, and flowers.

Pictures: "Christ Blessing Little Children," by Plockhorst, preferably colored, which is in almost all picture sets for beginners and primaries; "Children Singing Praises to Jesus," by Plockhorst, or other picture of Jesus' triumphal entry into Jerusalem; mounted pictures of birds,* flowers, children watching birds, and children picking, arranging, planting, caring for, or enjoying flowers; pictures of children saying grace.

Biblical material:

"[God] has prepared the light and the sun." (Ps. 74: 16*b*.)
"The sun ariseth." (Ps. 104: 22*a*.)
"[God] maketh small the drops of water; they pour down rain." (Job 36: 27.)
"The flowers appear on the earth." (Sol. 2: 12*a*.)
"The birds of the air have nests." (Ps. 75: 17*b*.)
"[They] sing among the branches." (Ps. 104: 12*b*.)
"The tender grass showeth itself." (Prov. 27: 25*b*.)
Story: Jesus and the Children. (Mark 10: 13-16.)
Story: Welcoming Jesus. (Matt. 21: 6-16.)

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*Bird pictures may be secured from the Perry Picture Company, Malden, Mass.

Stories:

"Better Than a Long-Nosed Clown 106
"Carrying the Rain" 108
"Helping the Mocking Birds" 109
"Out and In" 111
"Taking Care of Baby Birds" 114
"Welcoming Jesus" 115

Poems: "Time to Rise" and other poems about birds and flowers.

Materials Needed for Every Unit:

Lavoratory, or basin and water; soap; towels.
Supplies for lunch. (See page 16.)
Supplies for rest period. (See page 17.)

SESSION 1

Arrangement of Materials

Two or three mounted pictures may be arranged on the wall, bulletin board, or picture rail, on a level with the children's eyes. "Christ Blessing Little Children," by Plockhorst, should be hung where all the children can see it easily when they assemble as a group. A few other pictures may be on a table near by, ready for some of the children who arrive early to place on wall or bulletin board. A few picture books may be arranged invitingly on a low table around which a few chairs have been placed. A bouquet of cut flowers, with stems in damp cloth or paper, may be on a table, waiting for the children to arrange in a bowl of water. All other materials should be in the cabinet.

Play equipment if provided should be placed under a tree or in some other shady spot on the church lawn.

Teaching Plans

1. *Meeting the Children.* Each child should be met as an individual, welcomed, and made to feel at home. The worker acting as secretary should sit near the entrance. If possible, a worker who knows the child should greet him as he arrives and go with him to the secretary's desk to give her his name. When this has been done, the worker should show him where to hang his hat if he wore one, and then get him interested in some activity in

the room: putting up pictures, looking at pictures and telling or listening to stories about them, placing the flowers in water, examining the picture books, or enjoying the flowers.

If the worker does not know the child, she should meet him courteously, tell him her name, and then ask what his name is. She may introduce him to the secretary thus: "Miss Graham, this is Billy Hines. Billy, this is Miss Graham. She helps us draw pictures, plant flowers, and do many interesting things." Without more conversation, she may show Billy where to hang his cap and then show him some of the things in the room—flowers, pictures, or books—until he becomes interested enough to enter into an activity. As they move around the room, she may introduce him to a few children thus: "Kate, this is Billy. He is going to come to vacation school. Will you let Billy and me look at your book with you?" Or she may say: "Jack, this is Billy Hines. He is visiting his grandmother, Mrs. William Hayes, who lives just a block from you. You and Billy can have some good times playing together this summer, can't you? I wonder if you wouldn't like to take him with you now to get some water for the flowers? He can fill the green bowl while you fill the blue one."

The secret of helping any child forget his timidity is to get his attention off himself and on some interesting object or activity. It is better to help a new-comer learn the name of one child and enter into some activity with him than to try to introduce him to many children. One friend is worth more than many semi-strangers. Informal activities with attractive materials contribute more to establishing a feeling of at-homeness on the part of little children than the singing of welcome songs can ever do.

2. *Flowers, Pictures, and Music.* Get the children to arrange their chairs in a semi-circle around you. If the flowers are not on a table in the semi-circle, ask some child to bring them over to the group. Look at the flowers, smell them, talk about their colors and names and how the sunshine and rain that God sends to the world helped them grow. Then sing "Glad Song" for "pretty flowers."

Let the children find the various pictures as you describe them: "a picture of a little girl picking daisies," "a picture of some fathers, mothers, and children with flowers" ("Christ Blessing Little

Children"). Ask what the children in the Plockhorst picture are going to do with their flowers. Let the children tell as much as they can about the picture, and then supplement so as to develop the story about the children who went to see Jesus and took flowers to him.

Thank God for flowers. The prayer may be: "We like the pretty roses and larkspur that we have in our room today. Thank you, God, for helping them grow."

Ask, "Betty, do you know a song about flowers that we could sing?" If Betty names a song about flowers, sing it, or if you do not know it, let her sing it alone if she desires. Then let other children suggest songs about flowers for the group to sing. This singing of familiar songs on the first day will help the children feel at home.

After the children have made their contributions, say: "I know another song about flowers. Shall I sing it?" Sing "Jesus Loved the Flowers." Then encourage the children to sing it with you while you repeat it several times. After it is fairly familiar, say: "Would you like to play giving flowers to a friend while we sing it? I am going to give my flowers to Billy. Jack, to whom will you give your flowers?" Let several of the children tell to whom they will give their flowers. Then sing the song, and at the fourth line play that you are giving your flowers to your friend. Repeat this play several times, encouraging the children to present their flowers to a different person each time. Stand while you sing, and move around freely as you play.

Tell the children that Mrs. M. said that she would give the beginners some petunia plants if they would like to raise some flowers during vacation school. Help the children decide where they could plant the flowers, and discuss the way the soil must be prepared. Call attention to the fact that flowers need sunshine and rain, or water, to help them grow. If it is too late or dry to transplant flowers, say that Mrs. M. has a box of pretty pink and purple petunias that she said the beginners could have to make their room pretty during vacation school, and ask the children where would be a good place to put the box. Talk about the need of flowers for sunshine and water. Move around the room and discuss the desirability of various possible locations for the box.

After plans have been made for the flowers, you may say, "Would you like to tell God that we are glad that Mrs. M. is going to give us some pretty petunias?" If the children assent, ask if there is anything else that they would like to say to God about the flowers. Some child will be likely to say, "We hope they will grow." If so, say, "What do we have to do for the flowers if we want them to grow and bloom?"

Child: "Water them and keep them in the sunshine."

Teacher: "Shall we ask God, then, to help us remember to water our petunias and put them in the sunshine so they will grow and bloom?"

Prayer: "God, we are glad that Mrs. M. is going to give us some petunias to make our room pretty. Help us to remember to water them and put them in the sunshine so they will grow and bloom."

3. *Gardening or Drawing.* If the petunias are to be planted in boxes by the children, the boxes may be taken outside and filled by the children with dirt already dug for the purpose. The children will enjoy pulverizing the dirt with trowels and their hands if there are any clods in it.

If the plants are to be put in an outdoor bed, it should already be spaded and the larger clods broken. Then the children may take their garden tools and finish pulverizing and smoothing it.

If there is to be no transplanting of flowers, place a long strip of light-colored cardboard or wrapping paper on wall or table. Outline on it a flower box. Coming from it draw a number of green stems. Then let the children take turns drawing petunias on the stems. Help them choose crayons of suitable colors. Children or workers may draw the leaves.

Frequently during the gardening or drawing sing "Glad Song" for "pretty petunias," "pink petunias," or "purple petunias."

4. *Going to Toilet and Washing Hands.* One worker should go with the boys, and one with the girls. (See page 15 for further suggestions.)

5. *Lunch.* While certain children arrange the lunch, the others may look at the picture books, talk, or sing. Some may enjoy learning to sing "Thanks." Let the children sing grace before

they sit down to eat. (See page 16 for other suggestions concerning the lunch.)

When lunch is over, assist the children in cleaning up.

6. *Rest.* All children should lie down for a few minutes. At the close of the rest period every child may fold his own mat and put it away. Workers may wish to put each child's name on his mat at the close of this first rest period. (For further suggestions concerning the rest period, see page 17.)

7. *Play.* If there is any playground equipment, let the children have this time for free, or undirected, play. If there is no playground equipment, go outdoors and play "Drop the Handkerchief" or some other game that the children like. If any child is so interested in things inside the room that he does not wish to go outside, he should be permitted to remain indoors and entertain himself with picture books, and the like.

8. *Story, Worship, and Sharing.* Invite the children to sit down around you on the grass or on the steps of the church. Tell the story, "Better Than a Long-Nosed Clown."

Thank God for flowers: "God, help the petunias that we are going to plant (or get) tomorrow to grow. Help us to make people happy with our flowers. Amen." Sing "Jesus Loved the Flowers." Ask the children if they would like to take some of their cut flowers home to the family. Suggest singing "Jesus Loved the Flowers" when they present the flowers to mother or other members of the family. Help the children divide the flowers in a fair manner.

Workers' Conference

Share with one another briefly certain high points of the session, either very satisfying experiences or difficulties. In evaluating the work of the day, ask the following questions:

1. Did we have as many workers as we needed?

2. Did we have the necessary materials for carrying out our plans?

3. Did the work of this session seem to indicate that the children will have a chance during this school: (*a*) to enjoy working with God out-of-doors, and (*b*) to practice taking turns, sharing, showing friendliness, and being helpful as they work, play, and

worship together? What changes in general procedure, if any, should we make?

4. Have we discovered a special need of any child that we wish to try to meet during this school? *Note:* Perhaps John is timid and does not know how to play with other children. Perhaps Marjorie desires to be the center of attention all the time.

As a part of the preparation for the next session:

1. Study together plans for Session 2.

2. Check to see if all necessary materials are available, especially the petunia plants or box of petunias.

3. Sing all songs that will probably be used in the next session so that all workers may have them fresh in their minds.

4. Select any new pictures or picture books to be used in the next session.

5. Apportion responsibilities for regular phases of the program for the rest of the week. For example, Miss S. may go with the boys to the toilet and take charge of all group games on the playground, Mrs. B. may go with the girls to the toilet, and Mrs. J. may assist the lunch committee in serving lunch and washing dishes.

SESSION 2

Arrangement of Materials

Same as for Session 1 except for the addition of one or two new pictures and perhaps another picture book.

Teaching Plans

1. *Meeting the Children.* Same as in Session 1.

2. *Conversation, Song, and Worship.* Encourage the children to tell about their experiences yesterday with the flowers that they took home. Ask if they sang "Jesus Loved the Flowers" for the family. Sing the song several times while you play giving flowers to friends, as you did yesterday. Thank God again for making pretty flowers grow. Uncover the basket or box containing the petunia plants. Let the children examine and admire them. Then talk about the way they should be planted, or recall where the group decided to place the box.

3. *Gardening or Drawing.* If the petunia plants are to be transplanted, help the children pulverize the soil more if it needs it. Then show them how to make the holes, pour in water, place the plants, and cover the roots with soil. As you work, sing "Glad Song" for petunias. Wash hands when work is completed. Perhaps an angleworm will be found in the dirt. Say immediately: "Let's be careful and not hurt the worm. It is an angleworm, and angleworms help a garden or a flower box. They soften the dirt by crawling through it. Watch him stretch and draw up and stretch again, and go back home inside the dirt."

If the petunias are already growing in their box, place the box in the location in the room agreed upon at last session. Ask several children if they have petunias growing in their gardens at home. Some child will be almost sure to begin to name all the flowers in his garden. The conversation and activity might be guided as follows:

Teacher: How pretty Ann's garden must be! Let's fasten this paper on the screen. Then as Ann names the flowers in her garden again, you may take crayons and draw them. James may take this green crayon and draw the stems and leaves on every flower.

Let other children name the flowers in their garden. Then name the flowers in your own garden since you will probably know the names of a larger variety of plants.

Teacher: There are other pretty flowers, too, that do not grow in gardens.

Child: Dandelions.

Child: Clover.

Child: Violets.

Let the children name all the wild flowers that they know.

Teacher: Yes, many pretty flowers grow in the fields and out in the grass on our lawns. Shall we tell God that we are glad about the flowers? God, our loving Father, there are many pretty flowers: petunias and larkspur and roses and zinnias—

Child: And dandelions—

Child: And violents—

Child: And daisies—

Child: And tulips.

Teacher (continuing): We like all of them. We thank you for making so many pretty things grow.

If it seems necessary, the leader may call special attention to the term, "Loving Father," as follows:

Teacher: *Loving Father* is another name for God. Sometimes we say *God* and sometimes we say *Loving Father* just as sometimes we call Ned's father Mr. Graham and sometimes we call him Uncle Joe. I think *Loving Father* is a nice name for God because he does love us. He planned flowers, and birds, and sunshine, and rain, and many other pretty things for us.

4. *Play and Worship.* Ask the children if they would like to play flowers waking up and growing. Some of the children may be flowers of different kinds, some may be rain, and one or more may represent the sun. The flowers may crouch on the ground or floor to represent seeds or bulbs. Suitable movements of the hands may represent raindrops and sunshine. When rain and sunshine come the flowers stretch and gradually grow tall. Repeat the play several times. Then sing the first stanza of "The Rain," and "Glad Song" for sunshine.

Sing "Jesus Loved the Flowers," and play giving flowers to one another, as on yesterday.

Say: "The Bible tells us about the sunshine and rain and flowers. Do you want me to read that to you?" Open Bible and continue: "The Bible says: '[God] has prepared the light and the sun' (Ps. 74: 16*b*); 'The sun ariseth' (Ps. 104: 22*a*); '[God] maketh small the drops of water; they pour down rain' (Job 36: 27); 'The flowers appear on the earth' (Sol. 2: 12*a*)."

"God, our loving Father, we thank you for sunshine and rain. They help the flowers grow."

(Note explanation given above of use of *our loving Father* if the children question.)

5. *Going to Toilet and Washing Hands.*

6. *Lunch.* Sing "Thanks."

7. *Rest.* This may be indoors or outdoors, as desired.

8. *Play.* Have undirected play on the playground, or play "Drop the Handkerchief," "Ring-Around-the-Rosie," or "Follow the Leader." Be sure to play outside if the weather will permit, but

do not unduly urge the timid child who prefers to stay indoors and draw or look at picture books.

9. *Planning.* Retell "Better Than a Long-Nosed Clown." Call the children's attention to the need for vases to hold flowers, and ask what can be done about it. Tell how vases may be made by painting jars or cans. If the children are interested, ask if they can bring a jar, vase, or can tomorrow to paint. Show them the kinds of bottles, jars, and cans that can be used.

If you do not care to have the children paint vases, ask if they would like to go tomorrow to see Mrs. R.'s garden, or go to the park to see the flowers there.

Sing "Thanks" as the closing song.

Workers' Conference

As an aid in judging the work of the day, ask the following questions:

1. Did John, Marjorie, and others make any progress in friendliness, helpfulness, putting away materials, or the other specific things that they need to learn? Give examples of their responses.

2. Did the children seem to get joy from gardening and being outdoors? Why do we think so?

3. Were there moments of real worship as we talked about God and the beautiful things that he makes possible? When?

4. Were the children unhurried? In connection with what phases of the program do we need more time?

5. Were there any times of unusual confusion today? What caused them? What can we do to prevent similar confusion tomorrow?

As further preparation for the next session:

1. Study together the plans for Session 3.

2. Check to see if all necessary materials are on hand, especially paint, brushes, and a few bottles, jars, and cans, and newspapers to place on floor or ground during the painting. If you are not going to paint vases, check to see if plans are completed for the trip to a friend's garden or to the park.

3. Experiment with making aprons out of newspapers or wrapping paper for the children to wear while they paint.

4. Assign responsibilities for special activities during the next session—for example, arranging the room and telling the story.

SESSION 3

Arrangement of Materials

Same as for Session 2. As many of the activities should be carried on outdoors as possible.

Teaching Plans

1. *Conversation, Story, and Worship.* Let children who have brought flowers put them in water. While they work, talk about the colors and names of the flowers and enjoy their fragrance and beauty. Sing "Jesus Loved the Flowers," and "Glad Song" for flowers. Have children who have brought cans or jars place them on a table for use later.

Tell the story "Carrying the Rain." Show the new watering pot, or sprinkler. After the children have recounted their experiences in watering flowers at home, say a thank-you prayer for rain and express joy over helping to water the flowers. Sing the first stanza of "The Rain." Then let the children take turns filling the sprinkler and watering the flowers in their flower bed or box.

2. *Painting, or Visiting a Garden.* First, the jars and cans must be washed clean and dried thoroughly. The children may get water in the dishpan. Then they should be shown how to make the water soapy and how to wash and dry the jars and cans. With this guidance, washing utensils may become a joyous, profitable experience. The children should be helped to discard all cans with sharp edges and all jars with mouths too small for practical use as flower containers.

While the jars and can are sitting in the sun for a final complete drying, the children may spread several thicknesses of paper on the floor or ground, ready for the painting. Then workers may help them make their painter's aprons. These aprons may be made from newspaper, but heavy wrapping or laundry paper is preferable. They should be very simple, probably cut like a butterfly apron—that is, the neck should be hollowed out and the side seams shaped under the arms. The side seams may be pinned

with safety pins and the entire apron tied around the waist with a cord. It will be less likely to tear when put on and taken off if the back placket is cut all the way to the bottom.

The young workmen will need to be shown the proper way to open a can and to stir the paint with a clean stick until it is of the desired consistency. As they work they will need to be helped to saturate the brush, remove all surplus paint on the side of the can, and then paint with a long stroke with a minimum of wasted paint. These preliminary experiences will consume a considerable amount of time, but they are worth while and should not be neglected even though only one or two containers can be painted on this first day. Each painted container should be placed on a clean board or paper to dry. When the painting period is over, the paint can should be tightly closed, the brushes placed in a can of turpentine, and the aprons carefully folded and put away.

If the program for the day includes a visit to a garden or park, discuss the proposed trip carefully before you leave. For example:

Teacher: When you are walking by yourself, Frances, you walk fast when you feel like walking fast, and you walk slowly when you feel like walking slowly. How do you walk when you are with Mother and Daddy?

Frances: I walk just as they do. Usually it is slow because Mother can't walk fast.

Teacher: Yes, when several people go out together they stay with one another. Jane, you be mother, Jack will be father, and Frances will be your little girl. Now show us how you will walk down the street.

Let several groups of children demonstrate. Gradually increase the size of the group.

Teacher: When we go to ——, I will be one mother and Jane, Hazel, Billy, Ned, Jack, and Betty will be my children. Let's show the others how we will go down the street.

Assign a group of children to each of the other workers, and give each group a chance to practice walking together.

While members of the last group are still together, shift the conversation to behavior upon arrival.

Teacher: Let's play that ——, ——, ——, ——, and —— are

pink and blue larkspur in Mrs. R.'s garden. Jack, show us what you will do when you go into the garden.

As several children demonstrate, stress walking in the paths, enjoying flowers but not breaking them, and saying, "Thank you," if Mrs. R. offers flowers.

Divide again into the family groups, and make the trip as planned.

3. *Going to Toilet and Washing Hands.* Some of the turpentine may be needed to clean paint off hands.

4. *Lunch.* Sing "Thanks."

5. *Rest.* This may be indoors or outdoors, as desired.

6. *Play.* Unless the children seem particularly eager to play on the playground, omit this play period so there will be more time for the walk.

7. *A Walk and Worship.* If time before lunch was devoted to painting, go for a walk to a nearby field or around the church or the block to discover flowers, preferably wild flowers and grasses. Let the children pick some of the wild flowers to take home, but help them understand why people are not supposed to gather flowers near the road. Sing "Jesus Loved the Flowers." Then sit down in the field or on the lawn and talk. For example:

Teacher: Hazel, tell us one thing that you saw today or one thing that you did today that you liked very much.

Let other children, also, name things that they liked.

Teacher: Can we talk to God outdoors about the things we like?

Frances: Yes, we can talk to God anywhere.

Teacher: What shall we say to him?

Frances: God, all of us like the flowers and the sky and the birds.

Ann: And we like to paint vases and plant flowers.

Billy: Thank you for a happy day.

Teacher begins to sing "Thanks," and children sing with her.

Teacher: I know another pretty song of thanks to God, the loving Father. It is about "flowers blooming in the grass, that nod at children as they pass." Shall I sing it? (Second stanza of "Thank You, Loving Father.")

Teacher sings it several times so that the children can learn it and sing it with her.

Teacher: Looking at the flowers and singing that song make me think of what the Bible says about flowers and saying thank-you to God. It says, "Watch the lilies of the field how they grow" (Matt. 6: 28*b*) and "We give thanks unto thee, O God, we give thanks" (Ps. 75: 1*a*).

If you made a trip before lunch to see a garden, do not take another walk now. Instead, just gather on the lawn or steps for conversation and worship.

Workers' Conference

As an aid in judging the work of the day, ask the following questions:

1. Did Jack, Marjorie, and others make any progress in friendliness, helpfulness, putting away materials, or other specific social learnings that they need? Give incidents to show their progress.

2. Did the children seem to enjoy painting (or visiting the flower garden) and being outdoors? Give examples to show their pleasure.

3. Were there moments of real worship as we worked, gathered flowers, and talked together? When?

4. Were there times of unusual confusion today? What caused them? How can they be prevented tomorrow?

As further preparation for the next session:

1. Study together the plans for Session 4.

2. If you are painting vases, check to see if there are enough jars and cans for every child to have one to take home, as well as several for use during vacation school and for sharing.

3. Locate, or see that a helper knows the location of, at least one birds' nest near by which the children may observe, preferably one that is low enough for the children to watch easily and to peep inside if they are held up. A nest with baby birds in it, a nest in process of construction, or a nest on which the mother bird is sitting will be of particular interest to the children.

Birds are likely to be afraid of strangers; therefore, it may be necessary for you to arrange for the children to make a number of visits before the birds will develop enough confidence in them to permit them to come very near their nest. This gradual approach to observe a nest will increase the children's appreciation

of the experience and will prevent the negative results which often come when the birds become frightened and try to defend their nest from the children.

Sometimes a nest can be observed from a second-story window.

4. Assign responsibilities for special activities during the next session.

SESSION 4

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Caring for and Sharing Flowers.* If the vacation school sessions are held in the morning, let the children get the sprinkler and water their flowers as soon as they arrive. If the sessions are in the afternoon, flowers should be watered just before the children go home.

Cut flowers brought by the children or wild flowers gathered for that purpose may be placed in one of the newly painted containers and given as a surprise gift to one of the other groups in the vacation school. Help the children select the group to receive the gift—probably the primary children. Then help them choose a person to carry the flowers, perhaps a new child, someone who has a brother or sister in the other group, or someone who is unusually careful when he carries flowers. Before this person is selected, sing "Jesus Loved the Flowers" several times while several children in succession show how they would present the flowers. As the gift is presented, sing "Jesus Loved the Flowers."

2. *Painting, or Reliving the Trip to the Garden.* Children may place papers on the floor or ground as on yesterday, put on their aprons, and begin painting. Workers should be careful to see that they use paint and brush properly and take turns painting. No child should be permitted to paint a second jar or can until every person has had a chance to paint one. When the children begin to master the technique so that they can paint with greater ease, conversation may be directed toward what they want to do with their vases—keep some for flowers during vacation school,

give some to other departments or classes, take some home, give one to the janitor or pastor.

When work is over, paint, brushes, containers, aprons, and papers should be carefully put away.

The group that visited a flower garden at the last session will probably enjoy reliving the experience. Recall the trip by asking different children what flowers in Mrs. R.'s garden they liked best. Play flowers waking up and growing, as at previous sessions. Encourage the children to represent the various flowers in Mrs. R.'s garden. Sing the first stanza of "The Rain," and "Glad Song" for sunshine. After this play has been repeated several times, suggest making a picture of the garden. Place a long strip of paper on the floor. Tear a number of strips of green paper to represent grass and stems. Some of the children can tear these strips while other children and workers paste them across the bottom of the long strip of paper on the floor. Then let the children choose scraps of paper of appropriate colors, tear pieces to represent flowers, and paste them on. Sing the second stanza of "Thank You, Loving Father."

3. *Going to Toilet and Washing Hands.* Turpentine may be needed to clean paint off the hands.

4. *Lunch.* Sing "Thanks," as usual.

5. *Rest.*

6. *Play.* If the trip to the bird's nest or nests will take long, dispense with the play period and start on the excursion at once.

7. *A Walk, a Story, and Worship.* Along the way to the birds' nest or nests notice and talk about the beautiful things seen: flowers, grasses, trees, birds, and clouds. Sing "Glad Song" for these pretty things. Also, sing several times the second stanza of "Thank You, Loving Father."

Exercise caution as you approach a nest. It is not at all likely that one of the ordinary perching birds will hurt a child; but birds often fly at persons who come too near a nest where there are young, and often this startles a child. Remember that you may have to make several visits before the birds become sufficiently accustomed to you to permit you to draw very near their nest.

Encourage the children to walk and talk softly whenever they are near a nest so that they will not frighten the birds. Help them

notice and understand what the birds are doing or have done—building the nest, laying the eggs, sitting on the nest, feeding mate or singing to her, feeding baby birds, and teaching them to fly. Attention may be called to the fact that the coloring of the mother bird and the baby birds is duller than that of the father bird in order to keep hawks, cats, and other enemies from seeing them so easily. If the nest is low and you have reason to think that father and mother bird will not protest unduly, you may lift the children up so that they can look inside the nest. (See Session 3 for suggestions concerning getting acquainted with birds.) Branches and leaves should never be pulled away so that the nest is exposed, as birds often abandon nests if this is done, because of fear of predatory birds and animals. Likewise, a nest should not be touched by children or teacher, as this, also, frequently drives birds away from the nest permanently.

After a nest has been observed, sit down with the children under a tree or in some other shady spot near by and tell the story, "Helping the Mocking Birds." (The story may be adopted to fit the kind of birds whose nest has just been observed. Wrens and cardinals are other rather common birds that build low nests.) Talk about the ways in which birds help us: by eating mosquitoes and flies; by eating cabbage worms, cucumber beetles, potato beetles, coddling moths, army worms, or other insects that kill flowers, fruit, and vegetables; by singing; and by being beautiful. Thank God for birds. Ask the children what they can do during vacation school to help the birds. Plan to bring food for the birds' dinner tomorrow.

On the way back to the church gather flowers if the children are interested, and sing the second stanza of "Thank You, Loving Father." Before the children start home, sing "Thanks"—for a happy day.

Workers' Conference

See that the last traces of paint are removed and the room or outdoor space is in readiness for tomorrow's session. To assist in an evaluation of the experiences of the day, ask the following questions:

1. What evidences are there that the children are learning to live together more happily and helpfully?

2. Are we giving suggestions and help only when they are needed?

3. Are any children having unusual difficulty in adjusting to other children, adult workers, or activities carried on? What can we do to help with these special difficulties?

4. Are we rushing the children through activities? If so, how and where can we slow down?

As a part of the specific preparation for tomorrow's session:

1. Read again the purpose of this teaching unit (page 22), and study the plans for Session 5.

2. Make provision for a small amount of food for the birds, according to plans made today by the children.

3. Check to see if all materials needed for tomorrow's session are available, particularly crayons and a long sheet of unglazed, tan wrapping paper.

4. Assign responsibilities for special activities planned for the next session.

SESSION 5

Arrangement of Materials

Arrange a few new pictures of birds, children watching nests, and children watering, picking, arranging, or sharing flowers.

Teaching Plans

1. *Taking Care of Flowers, Sharing Flowers, and Playing.* The children will be delighted with their pretty painted flower containers. As soon as they have watered the flowers in their garden or flower box and have put their bird food away for safekeeping, let them enjoy the vases fully. Gather flowers, branches, and grasses and experiment with the arrangement of them in containers of different sizes and shapes. With a little guidance, children soon learn to select a vase according to the flowers. When all the flowers have been arranged to the satisfaction of the children, sit down and discuss yesterday's decisions concerning the use of the containers. Thank God for flowers and for the joy

of helping him care for them. Sing the second stanza of "Thank You, Loving Father." Sing "Jesus Loved the Flowers" and play giving vases of flowers to one another. Remind each recipient to say, "Thank you."

As you play, the children may notice a bird outside the window, or a bird may light on the sill. This gives an excellent opportunity to use the poem, "Time to Rise," by Robert Louis Stevenson.

Teacher: Father Robin looks as if he might like to come in and play with us, doesn't he? Did you ever have a bird hop on your window sill or peck at the window?

Children recount their experiences or the teacher tells about a bird that visited her window.

Teacher: I know a poem about a "birdie with a yellow bill" that "hopped upon the window sill" one morning when a little sleepy-headed boy was still asleep. Do you know it? Would you like to say it with me? (See poem, "Time to Rise.")

Quote the poem two or three times.

Help the children recall for whom they painted the vases, and select those to be given away. Go in a group to present those intended for the janitor, the pastor, and other groups in the vacation school. Sing "Jesus Loved the Flowers" while you present the gifts.

Groups that did not paint vases may share flowers with or without vases or may go directly into playing feeding birds. Recall how the mother and father bird observed yesterday fed the baby birds. Place chairs in a small circle to make a nest. Several children may be baby birds inside the nest. One child will be the father bird and one the mother bird. Father and mother bird will fly and hop around seeking food which they will give to the baby birds. This dramatic play may be repeated several times. Variety may be added by having a worker and children throw a handful of food—make-believe, of course—to father and mother bird. If an occasion for worship appears, you may say: "God, we are glad that father and mother robin feed the baby robins. We are glad that we can help feed the baby birds, too."

2. *Drawing.* Help the children recall the flower garden visited at a previous session or the gardens at their own homes. Ask them to tell some of the things besides flowers that help to make

a garden pretty—for example, trees, birds, nests or bird houses, ponds, rocks, a fountain, a bird bath.

Find a shady expanse of cement walk or floor space where a long strip of clean wrapping paper may be laid. Then let the children bring out the crayons and begin a big, co-operative garden picture. First, they may make a strip of green grass at the bottom of the sheet, extending the entire length of the paper. After the grass has been drawn, you may mark the paper off in sections so that each child may have a portion in which he can draw whatever he desires to have in the garden—flowers of various kinds, trees, birds, nests, rocks, ponds. If there are very many children, two or three strips of paper may be used and a corresponding number of gardens made. When all stop work to look at and enjoy the drawings, a thank-you prayer for gardens may be said, or "Glad Song," or the second stanza of "Thank You, Loving Father" may be sung as a prayer.

At the close of the work period each picture strip should be carefully rolled up and put away.

3. *Going to Toilet and Washing Hands.*

4. *Lunch.* Sing grace as usual.

5. *Rest.* Let the children rest outdoors, if possible.

6. *Play.* Since the time will be needed for a trip, omit the play period.

7. *Caring for the Birds.* Let the children get the food which they and the workers brought for the birds. Food may be tied to low branches of a tree or scattered on the ground near a bird haunt or nest.

Take the children back to see the nest, or nests, observed yesterday. Along the way try to discover other nests.

At the end of the trip sit down in some shady spot and talk about the way God cares for birds. He has planned to have plenty of berries and fruit grow for both people and birds to eat, but sometimes people have to help the birds get some of the food. Discuss the kinds of food eaten by a few of the common birds that the children know.

Teacher: Where do the birds get their clothes?

Children: They don't wear clothes. Birds wear feathers.

Teacher: Yes, and let me tell you how nice those feathers are,

Often birds are in trees or on their nests when it rains. Then their feathers are like raincoats. (Explain that the feathers on a bird's back and breast are lapped over one another just like the shingles on a house, so that when the water falls on them it can't get underneath but runs off like water from the roof of a house. Explain, also, about the oil sacs and the way a bird takes its beak and puts oil on its feathers so that they will shed water better.)

Sing "Glad Song" for the birds. Tell the story "Out and In." Talk to the children about a bird bath that you have seen, and ask if they would like to make a bath for the birds during vacation school. If they are interested, ask them to talk to their fathers and mothers about it when they go home and see what suggestions they have to make. If you do not have a place out-of-doors where you can build a bird bath, tell the children that you have a surprise for them: they are going to have a visitor tomorrow, a visitor that can sing very sweet songs. Let them guess who the visitor will be. If they cannot guess, whisper the secret in each child's ear: a canary!

The closing prayer may be a thanksgiving for birds, coupled with a request for help in caring for them.

Let the children take home the vases that they painted for members of the family.

Workers' Conference

Consider the work of the week as a whole, noting any outstanding successes or failures.

Study plans for Session 6.

Check to see if all materials needed for the next session are available. Consider particularly the location of the bird bath, materials to be used, and way of building, or the arrangement for the canary. Usually a friend will lend a canary to the children for a few days. If the vacation school will last several weeks, you might buy a bird if you have sufficient funds. If you expect to have a canary, learn to sing "The Canary."

NOTE: If possible, arrange for the Sunday sessions of the church school to continue to utilize in other ways the activities and interests developed day by day in vacation school.

SESSION 6

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* As the children arrive, let them water their plants and arrange cut flowers in the new vases.

2. *Conversation, Planning, and Work.* Encourage the children to tell what the home folks thought about their vases. Sing "Jesus Loved the Flowers," the first stanza of "The Rain," and the second stanza of "Thank You, Loving Father." Ask if anyone helped the birds at home or found a new birds' nest. Give the children time to tell about their experiences. If a child tells about seeing a birds' nest and listening to a bird sing, you may say: "The Bible tells about birds' building nests and birds' singing in the trees. It says: 'The birds of the air have nests' (Ps. 74-17*b*) and '[They] sing among the branches' (Ps. 104: 12*b*)." If a bird is seen near the window, you may repeat the poem, "Time to Rise." (See page 133.) Express thanks to God for birds, if the children seem to be in a worshipful mood.

Bring up again the question of making a bird bath, and talk about how a bird bath can be made. Then go out with the children and select the location for the bath.

Since bird baths may be built in various ways, the workers should decide what type would be most appropriate in their situation, considering the location, materials available, ability of the children, and time to be devoted to the enterprise. The children may be helped to think through why a certain type is practical in your situation. One of the simplest forms is made by partially embedding a large, shallow, wooden bread bowl or a dark-colored granite pan in the top of a mound and piling large rocks around it so as to cover the mound and hold the pan or bowl in place. If this is the type of bath decided upon, a small natural mound may be used or one three or four feet in diameter may be constructed by piling up dirt and packing it hard. In the top a shallow hole may be scooped out into which the bowl or pan may be fitted and pressed down. Children find great joy in carrying the rocks, but

they need help in arranging them, since they should be packed close enough to hold the bowl steady and keep the soil from washing. If it is early in the season and the weather permits planting or transplanting flowers, spots of soil may be left for vines or flowers. Naturally such a project requires several days for completion.

If you provided a canary for the children in your group instead of arranging for them to make a bird bath, place the bird cage down low enough for the children to see the bird well. Place it in a sunny spot if the sun is not too hot, for canaries like sunlight. Don't hurry the children, for they will enjoy taking their own time watching their pretty visitor. Notice the bright, little, round, black eyes; the wide, sharp beak that shells seeds so easily; the toes with curved claws that grip the perch; and the soft, bright feathers. Of particular interest will be his quick hopping and flying, his swinging on the perch, his drinking with an upward fling of his beak, his cracking of seeds, and his singing. Discuss the kinds of food a canary needs: seeds, fresh, green leaves of lettuce and chickweed, water, and occasionally bread and milk. There should always be a piece of cuttlefish bone or sand and gravel where he can get it, because he doesn't have teeth and, hence, must have something to help grind up his food. The children may feed and water him and, later, sing to see if he will sing in response.

If the children want all the time until the lunch period to enjoy the canary, let them have it. If their interest wanes, however, play flying like birds and hopping like birds. If you are indoors and have a piano, you may have music for these rhythms. (See "Birds-a-Flying," in *The Rhythms of Childhood,* by Crawford and Fogg.) Play feeding baby birds in the nest, as in last session. Sing "The Canary." Read or repeat poems about birds. (See pages 133-135.)

3. *Going to Toilet and Washing Hands.* Because of the nature of their work, the children will need much time for washing.

4. *Lunch.* Thanks may be spoken instead of sung, for a change.

5. *Rest.* Ample time should be allowed for complete relaxation.

6. *Play.* The special play period may be omitted if workers think that the children have already had sufficient opportunity for vigorous activity. Otherwise, have free play on the playground

or play "Drop the Handkerchief," "Ring-around-the-Rosie," or "Follow the Leader."

7. *Story, Conversation, and Drawing.* The story, "Taking Care of Baby Birds," may be told and discussed. A prayer like the following would then be appropriate: "God, we thank you for birds and other wee things that need our care. Help us to help you take care of them. Amen."

Either during an outdoor trip or during conversation about birds some child will probably tell about finding a dead bird. Such reports deserve attention. If it was a baby bird, you may say: "Poor little bird. It didn't have a little boy or girl to put it back in the nest, did it?" or "Poor little bird. It probably had not learned how to fly well; so a cat caught it. Somebody should have watched the cat. We don't let our cat play in the front yard when there are baby birds there." The question of a bird killed by a hunter is a more difficult problem to handle. Probably the best position to take in such a situation is that it is all right to kill certain birds if one is hungry and wants them to eat, but it is cruel to kill them merely because we have guns and can do it. Birds should never be killed during nesting season, of course, because the baby birds need care. If children say that birds eat up the garden or the fruit, tell how the birds help by eating the cabbage worm, potato beetle, coddling moth, and other insets that destroy vegetables and fruits.

Let the children get out the co-operative flower garden picture that they began at the last session and continue their drawing. Adult leaders may stimulate and guide the drawing by such comments as the following: "Bobby, I like that apple tree. I wonder if it is going to have a mocking birds' nest in it"; "Won't that tree be pretty when Marjorie puts the blue sky behind it?"; "Are you going to have a bird bath or some roses here, Billy?"

When work time is over, help the children roll up their picture and put it away. Then sing "Thanks" as the closing thank-you for a happy day.

Workers' Conference

Discuss progress made on the bird bath, and decide on work to

be attempted tomorrow, or consider any problems that arose in connection with the care of the canary.

Share experiences by having various workers tell about their experiences during the day with individual children, especially those which are particularly encouraging or those which reveal specific needs.

Study the plans for Session 7.

Get out the picture, "Christ Blessing Little Children," by Plockhorst, or other picture of Jesus' triumphal entry into Jerusalem, and see that it is mounted and ready for use.

SESSION 7

Arrangement of Materials

Place in a prominent position the picture of children scattering flowers in front of Jesus. Have a bag of rocks near the site of the bird bath if one is being constructed.

Teaching Plans

1. *A Bath for the Birds or Taking Care of the Canary.* As soon as the flowers have been watered, begin work on the bird bath. Help the children work with a purpose, but do not hurry them. Let them take time to pick a flower, to watch or listen to a bird, to collect a few pebbles, to recount interesting experiences, and to sing. Workers should never forget that the *experience* of building is more important than the material product. If the bath is completed, fill it with water; then sit down and read and say poems about birds while you watch to see if any birds go to the bath.

If your activities for the day include a canary instead of a bird bath, arrange for the children to have the joy of helping to clean his cage, and feeding and watering him. They may get water for his bath, although he probably will not bathe before so many strangers. As everyone helps to make him comfortable or stands around and watches him, you may wish to sing "The Canary" several times. Then say: "Loving Father, Pete is so sweet. We are glad that Mrs. O. let him come to visit us." Sing to the bird, and see if he will sing, too. Notice the way his throat swells and

quivers while he sings. Read and recite poems about birds, draw pictures of birds, or look at picture books of birds and talk about the pictures. Don't try to drill on names of birds, but use the names naturally in connection with pictures and stories. For example: "This is mother robin sitting on her nest in the apple tree. She is keeping the eggs warm. Father robin is bringing a worm for mother robin to eat"; or, "A redbird is singing in the tree top. He is singing, 'Bird-ie, bird-ie, bird-ie.'"

2. *Going to Toilet and Washing Hands.* Because of the nature of their work, the children will need much time for washing.

3. *Lunch.* Grace may be spoken instead of sung, for the sake of variety.

4. *Rest.* Ample time for complete relaxation will be needed if the work on the bird bath was strenuous.

5. *Play.* "Drop the Handkerchief," "Roll the Ball," or some other simple group game will be appropriate. This play period offers many opportunities for practicing courtesy, helpfulness, taking turns, and working with others.

6. *Story, Worship, and Play.* Tell the story "Welcoming Jesus." Discuss the story, and let the children examine the picture of children scattering flowers in front of Jesus. Sing "Jesus Loved the Flowers" and the second stanza of "Thank You, Loving Father."

Play flowers waking up. (See teaching plans for Session 2.) Thank God for flowers, and for sun and rain that help flowers grow.

If time permits, continue work on the co-operative picture of a flower garden.

Workers' Conference

As an aid in evaluating the experiences of the day, ask the following questions:

1. Are we having moments of real worship? Why do we think so?

2. What evidences were there today that the children were feeling a sense of joy in working with God?

3. What evidences have there been that the children are learning how to work and play more happily and helpfully together?

As additional preparation for the next session, study the plans for the next teaching unit, Sessions 8 to 13, inclusive.

Locate an ant nest near by which the children can visit at the next session. Ant nests may be found in woods, fields, or gardens, in the form of small mounds rising above the surface of the ground. They may be found, also, under stones in meadows and pastures.

TEACHING UNIT TWO: LIVING OUT-OF-DOORS

SESSIONS 8-13

Purpose of This Unit

What We Hope Each Child Will Think and Feel. This is a beautiful, happy, friendly world that God has made. He likes for us to enjoy everything, but he expects everyone to help. Sun, rain, flowers, birds, and wind are good helpers.

What We Hope Each Child Will Do. Look for and expect beautiful, joyous things and experiences in every day; talk frequently and spontaneously with God; strive to work with God in making the world a pretty, happy, helpful place in which to live; grow in ability to work and play happily and helpfully with others.

In this teaching unit, in particular, workers should remember that they are providing experiences with the outdoor world, not for the purpose of teaching nature study as a science, but for developing appreciation and wonder in relation to the great outdoor world, which is real nature study. For this reason, a worker should not weary the children with questions, but should lead them to question her. Her goal is to develop interest in the subject, not just interest in questions about the subject.

Materials Needed for This Unit

Black drawing paper; manila drawing paper or tan, unglazed wrapping paper; crayons; white chalk.

Large corks, scraps of wood, a few large nails, a hammer, and perhaps a few half shells of English walnuts.

Feathers (or balloons; or straight pins, and scissors with blunt points).

One or two pans; soap; several medium-sized spools.

Small magnifying glass (helpful but not essential).

Prism (helpful but not essential).

Watering pot, or sprinkler; cut flowers, vases.

A kite, preferably one made by an older child who will visit the beginners one day and share the kite.

Book: *One Hundred Best Poems for Boys and Girls,* from ten-cent store; also appropriate poems on pages 133-138.

Pictures: Pictures of rain, wind, birds, and flowers; pictures of children out-of-doors, children sharing flowers, children saying grace, and a child and his shadow.

Biblical material:

"O give thanks . . . .

. . . . . .

To him that made great lights; . . . .
The sun to shine by day; . . . .
The moon and stars to rule by night." (Ps. 136: 1, 7, 8, 9.)

"He causeth his wind to blow." (Ps. 147: 18*b*.)

"He will cause to come down for you the rain." (Joel 2: 23*c*.)

"The flowers appear on the earth; the time of the singing of birds is come." (Sol. 2: 12.)

Songs: PAGE

"Thank You, Loving Father" 144
"The Rain" 141
"Glad Song" 143
"Jesus Loved the Flowers" 142
"Clover Blossoms" 147
"Thanks" 141
"Butterfly Flitting By" 146

Stories:

"Busy Workers" 116
"A Day with Bennie" 118
"A Drink for the Flowers and David" 119
"Things to Do" 121
"When All the World Is Singing" 123

Materials for rest period, lunch, and washing hands. (See pages 15-17.)

SESSION 8

NOTE: If you are beginning your vacation school with this teaching unit, see Session 1, page 24, for suggestions concerning arrangement of materials and teaching plans for the first session.

Arrangement of Materials

Several pictures of birds, flowers, and children out-of-doors may be arranged on wall, bulletin board, or picture rail, or mounted ready for use if needed. It is essential for this teaching unit that the children spend much time out-of-doors.

Teaching Plans

1. *Caring for Flowers and Birds.* As soon as the flowers have been watered, fill the bird bath with fresh water and then withdraw some distance and watch to see how soon the birds will discover it. If you have a canary, clean its cage, give it fresh seeds and water, and take time to enjoy it. Sing "The Canary."

2. *Conversation, Poetry, and Play.* Read or recite "Time to Rise" and other poems about birds. Encourage the children to tell about birds or nests that they have seen since the last session. Make a nest with chairs and play feeding the baby birds, as in Session 5.

If the childern see a bird drinking or bathing at the bird bath, regardless of what you are doing take time to watch and enjoy. Sing "Glad Song" for the birds, and tell God that you are glad that you can help the birds have water to drink and to take a bath in.

3. *Conversation, Story, and a Trip Out-of-Doors.*

Teacher: God wants people to be busy all the day helping one another. Mother cooks breakfast, cleans up the house, and does many other things so that father and the children may be comfortable and happy. Father goes to the office (or factory or mine or field) and works all day to make money to buy bread and milk, shoes, clothes, and other things that mother and the children need. Children put knives and forks on the table. . . . . (Pause to let children name ways in which they help at home.) Animals help too. Horses pull wagons, cows give milk, and birds sing beautiful songs. (Pause to let children enumerate other ways in which other animals help, if they so desire.) Would you like for me to tell you a story about some other very busy workers?

Tell the story, "Busy Workers."

Ask the children if they ever saw an ant house. Tell them that

you know where one is, and ask if they would like to go to see it. You may take a few crumbs of toast or other food to drop near the ant nest in order to see the ants carry the food. Remind the children to step carefully so as not to hurt the ants or to spoil their home that they have worked so hard to build. Talk about the baby ants in the rooms downstairs and how frightened they would be if a big foot stepped on the top of their house and made the dirt come tumbling down on their heads. Notice how ants pick up food and carry it, how quickly they move, how they go one behind another without pushing, and how occasionally two ants stop as if to talk. As you talk about the ant house and the way the ants are working to carry food to the baby ants and the other ants working inside, say that this is the way God has planned for ants to live and to help one another. If the children seem to be in a worshipful mood, you may pray somewhat as follows: "God, we are glad that the ants build such an interesting house. We are glad, too, that they take good care of the baby ants and that they help one another."

NOTE: If you are in a down-town church, you may not be able to visit an ant colony, but perhaps you can bring part of an ant nest to vacation school. Locate a nest where there are many eggs and larvae. With a garden trowel, scoop up eggs, ants, and dirt, and place all in a glass jar, being as careful as possible not to injure the specimens. Place the cover tightly on the jar. Whenever you open the jar, so as to observe the ants, place it in a pan of water so that the ants cannot escape. For suggestions for preparing a special home for an ant colony, see "How to Make the Lubbock Ant Nest," in *Handbook of Nature Study,* by Comstock.

4. *Going to Toilet and Washing Hands.* (See page 15 for suggestions.)

5. *Lunch.* Sing "Thanks." (For further suggestions, see page 16.)

6. *Rest.* If at all possible, the children should take their mats outdoors to rest so that they may see and enjoy trees, clouds, birds, and the whole beautiful outdoor world while they relax.

7. *Play.* Play "Roll the Ball" or "Drop the Handkerchief," or have free play on the playground.

8. *Enjoying the Outdoors.* The purpose of this period is not to give the children information, but to provide an opportunity for them to become aware of and enjoy the marvelous outdoor world. The weather, the location of the church, and the section of the country will have to determine the activities engaged in. The following are merely suggestive. There will probably be time during this session for only one activity of this kind.

(*a*) Gather clover blossoms. Observe and talk about bumblebees and the way they secure pollen from flowers. Look at flowers through a small magnifying glass so as to see the pollen better. Learn the song, "Clover Blossoms."

(*b*) Gather wild flowers and grasses. Sing the second stanza of "Thank You, Loving Father." Watch the butterflies, noticing their bright colors, manner of flying, and liking for flowers. Sing "Butterfly Flitting By." Explain that the butterflies are laying eggs and are also getting food from the flowers. Sing "Glad Song" for butterflies. Play flying like butterflies.

(*c*) Lie on your back in the grass or on a roof playground and look up at the sky and the clouds. Notice the different kinds of clouds: the clouds that overspread the sky with an appearance of being in layers, usually not very high above the earth (stratus clouds); soft, fluffy-looking clouds piled up lightly like snow or whipped cream (cumulus clouds); the very high, shiny clouds (cirrus clouds); and the dark rain clouds (nimbus clouds). Of course few four- and five-year-old children are interested in the names of the different kinds of clouds, but they enjoy noticing the different kinds of clouds apparent at the time when they are looking at the sky. They also enjoy watching the wind blow the clouds and seeing imaginary figures in the clouds, particularly the fluffy cumulus clouds. Learn the first stanza of "Thank You, Loving Father."

(*d*) Collect interesting rocks of various sizes, shapes, and coloring. Notice lichens or mosses growing on rocks and in the cool, damp spots under rocks. Watch bugs and ants crawling around, especially a colony of ants if an ant hill is discovered. Read or say poems about ants, bugs, or rocks. See especially "Down in the Hollow," "The Cricket" (see pages 37 and 38,

One Hundred Best Poems for Boys and Girls), and "The Caterpillar" (this book, page 138).

(*e*) If you are in a crowded city district, take a short walk to admire nearby gardens or flowers in window boxes, to observe sparrows or pigeons often seen even in the down-town area, to nests under the eaves of houses or public buildings, and, certainly, to look at the sky—in other words, to find any interesting objects of nature existing in the environs. Often it is possible to go to a park or up on the roof of a tall building.

Whatever activities are carried on, at the close of the session say a thank-you prayer to God. Then sing "Thanks."

Workers' Conference

NOTE: If you are beginning your vacation school with Teaching Unit Two, see page 28 for suggestions for your workers' conference.

In evaluating the experiences of the day, ask the following questions:

1. Did the children really feel wonder and joy in God's outdoor world? What things, if any, interfered with this feeling? What can we do to help?

2. Have the children formed the habit of relaxing during the rest period? What can we do to make this more truly a rest period?

In preparation for tomorrow:

1. Read plans for Session 9.

2. Check to see if you have the necessary paper for making the day-and-night book.

3. If you wish to let the children have an experience of wonder with a prism, arrange to borrow one from a friend for a couple of days.

SESSION 9

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Work and Play.* Fill the bird bath with fresh water, and

water the flowers in the garden or window box. If the flowers are blooming, pick some of the blossoms and arrange them in vases; otherwise, gather wild flowers. Learn "Clover Blossoms" if it was not learned yesterday. Then play the song, letting some of the children be clovers, some bees, and some children walking among the clover blossoms. Sing "Butterfly Flitting By," if it was sung at the last session.

Sing "Jesus Loved the Flowers" and play giving flowers to one another. Sing the second and first stanzas of "Thank You, Loving Father." If the first stanza was not used yesterday, time for singing it several times will be needed.

If you began your vacation school with Teaching Unit Two, you will probably wish to plant some petunias or other hardy flowers—the plants, not the seeds—if the summer is not too far advanced for gardening, or to take time to water and enjoy potted plants brought to vacation school. As you work sing "Glad Song" for flowers. Talk about dandelions, daisies, and other wild flowers that grow in the grass. Sing the second stanza of "Thank You, Loving Father" several times so that the children can learn it and sing it with you. Express thanks to God in your own words for flowers, if you so desire.

2. *Conversation about Day and Night.*

Teacher: Did you ever try to stay awake all night? (Pause to let children tell their experiences.) You couldn't do it, could you? Your eyes got so heavy that you just couldn't keep them open. And you felt tired, too, if you were sitting up, didn't you? I wonder if you were even a little bit cross when mother made you get up and undress for bed? Then when you were in the comfortable bed and mother had told you good night, almost before you knew it you were asleep. We like to have daytime and the sun; but if the sun kept on shining on us all the time and there wasn't any cool, cozy night and bedtime, we would become very tired, wouldn't we? Aren't we glad that God made both daytime and night?

Sing "Glad Song" for "the daytime" and then for "the night."

Teacher: Did you ever see the stars in the sky at night? . . . . What is a star? . . . . What other light is in the sky sometimes? . . . . After you go to bed at night, before you go to sleep, do you

ever hear any sounds outside? . . . . Do you ever hear any soft little night sounds—birds fluttering or chirping in the trees or crickets singing? (This question should be used only if the children live where it is possible for them to hear some of these sounds.)

Teacher: We have been talking about some of the things that we like best about night. What do you like best about daytime?

Children: Riding my pony, coming to vacation school, and the like.

Teacher: Shall we tell God that we are glad that He arranged for us to have daytime and night? Loving Father, we thank you for daytime when we . . . . (Pause to let the children name some of the things they do.) We thank you, too, for night when . . . . (Pause again to let the children enumerate things they like about night.)

3. *Story and Play.*

Teacher: Let's make up a story about the interesting things that a little boy named Bennie did during the day and during the night. Would you like to? I will begin.

Tell the story, "A Day with Bennie."

4. *Playing Waking and Sleeping.* Instead of dramatizing the entire story, play only waking in the morning and going to sleep at night. One child may be the rooster, another the "birdie with a yellow bill," and a child or an adult helper the mother. The teacher in charge should be leader and tell the essential outline of the story as it is dramatized. All the rest of the group are children. It will add interest to the play if the shades can be drawn when it is night and raised when morning comes and the sun begins to shine.

5. *Going to Toilet and Washing Hands.*

If you have a few minutes before lunch time, get out the prism and let the children enjoy making rainbows with it. Marvel with the children over the beautiful colors in the sunlight.

6. *Lunch.* Say or sing grace.

7. *Rest.* Rest out-of-doors if the weather will permit.

8. *Play.* Play "Roll the Ball," "Drop the Handkerchief," or some other group game, or have free play on the playground.

9. *Day-and-Night Book.* Ask the children if they would like

to make a picture book of things they like to do during the day and during the night and call it "Our Day-and-Night Book." For night pictures use black drawing paper and white chalk. For daytime pictures use ordinary drawing paper and crayons. After every child has drawn a picture, let the children lay them in a row on the floor or table where all can see them and hear what they are. Then after they are collected, a helper may punch a hole in them and some of the children may lace them together with a shoestring. On the cover write "Our Day-and-Night Book."

Say: "There are some verses in the Bible about day and night that I like to say:

'O give thanks . . . .

. . . . . .

To him that made great lights; . . . .
The sun to shine by day; . . . .
The moon and stars to rule by night.' (Ps. 136: 1-9.)

Shall we thank God for day and night?"

After the prayer sing "Thanks" for a happy day.

Workers' Conference

Share with one another high points of the day's experience, telling especially worth-while responses of the children and difficulties that arose. Confer concerning guidance to be used if similar situations develop tomorrow.

Study together the plans for Session 10. Sing the third stanza of "Thank You, Loving Father," until every worker knows it. Check to see if all materials needed for the next session are available, particularly materials for making boats.

SESSION 10

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Water the flowers and fill the bird bath. Watch the birds bathe. Take care of the canary if you have one.

2. *Sunlight and Shadows.* Place the prism in the light and let

the children see the beautiful rainbow that it makes. Then let them move it back and forth so as to throw the rainbow in different places.

Say: "The sun makes the pretty colors of the rainbow. It does another interesting thing too. It makes the strangest shadows. Let's go out into the sunshine and see what kind of shadows we make."

Encourage the children to experiment with their own shadows by stooping, stretching up tall, and getting into other positions. They may enjoy trying to step on one another's shadows. Learn the third stanza of "Thank You, Loving Father."

Go indoors and play waking up and going to bed as you played it at the last session, if the children so desire.

3. *Conversation and Worship.*

Teacher: We are glad that God planned day and night. There is another gift, also, that he planned for us that we couldn't get along without. Animals and flowers couldn't get along without it, either. (Pause for the children to guess. If they have difficulty, give more details. For example, ask if they ever saw a flower drooping in the hot sun.)

Play rain falling, portraying raindrops by the movement of fingers and arms. Decide each time to what you are giving a drink; a little boy, daisies, larkspur, the cows, and so on.

Think of the uses of water: to help flowers, grass, and trees to grow; to give people, birds, and animals a drink; to provide baths for birds, animals, and people; to settle the dust, soften the ground, and wash dust off trees, flowers, walks; to cool the air; to make ponds for fishes to live in and boats to sail on.

Ask what makes it rain. The children may answer, "God." If so, say: "Well, God has planned for us to have rain, but this is the way he has arranged for the rain to come." Then explain how the hot sun shines down on the water in ponds, lakes, and rivers, and draws little drops of water into the sky—drops so tiny that we cannot see them. These tiny drops of water collect on dust in the air and make a cloud. The wind blows the tiny cloud. Other little drops of water come and make the cloud larger. Then

when a cold wind blows on the cloud, the little raindrops come tumbling back as rain.

Explain how water is sometimes put in cisterns or tanks with pipes coming into the house. If there are water connections at the church, show the children the pipes and let each one turn the faucet and get a drink.

Thank God for providing for rain so that everyone can have water to drink.

(If workers decided before the vacation school opened that they wished the children to bring money for the purpose of sharing with others, this is an excellent opportunity to introduce the need of babies in a nearby city or kindergarten for milk to drink—for children need to drink both water and milk—or for ice—frozen water—to keep the milk sweet. The children may get a milk bottle to hold the money that they will bring for this purpose during the remaining sessions of the vacation school.)

4. *Going to Toilet and Washing Hands.*

5. *Lunch.*

6. *Rest.*

7. *Play.* The regular play period may be omitted if more time for sailing boats is desired.

8. *Work, Play, and Worship.* Sing any of the songs about butterflies, flowers, birds, trees, clouds, and rain that the children select. Tell the story "A Drink for the Flowers and David." Sing and play "The Rain." Thank the Father for rain for a drink for flowers, pets (any that the children name), and people. Ask the children if they would like to make some boats. Get out the materials, and let every child make his boat in his own way.

All boats made by four- or five-year-old children should be simple. For some children a small, thin, flat board that floats will be entirely satisfactory. If a small block is nailed near the center and a piece of paper is pasted on it, the vessel will turn into a sailboat. A large cork, with or without a nail in it, makes a boat that sails most satisfactorily. Half a walnut shell makes a skiff. If a sloop is desired, a toothpick to which a small paper sail has been attached may be inserted in a small cork, and the cork fastened

to the bottom of the walnut shell with glue. Small boats may be made, also, by folding heavy paper.

The toy boats may be sailed in a dishpan or other container filled with water.

At the close of the play period the children may take their boats home or put them away to play with at the next session.

If you do not wish to have the children in your group make boats, you may have co-operative drawing instead. Place a long strip of tan wrapping paper on floor or table, and let the children draw things that need a drink of water: flowers, grass, trees, birds, dogs, cats, the ground, people. Help the children decide on a title to be written across the top of the completed picture. Sing and play "The Rain."

Workers' Conference

As a means for judging your work, re-read the purpose of this teaching unit as stated on page 50. Review the experiences of the last three days to see what evidences there have been that you are attaining your objectives in the living of the children. Ask the question, "Are we cultivating in the children a genuine interest in God's outdoor world, or are we merely keeping them interested in various activities?" Give reasons for your answers.

As further preparation for the next session:

1. Study plans for Session 11.

2. Check to see that all materials needed for the next session are ready.

3. Carefully put away all materials and straighten the room for Sunday.

4. If you borrowed a canary, return it.

SESSION 11

Arrangement of Materials

Add to the mounted pictures for display new picture of rain or of children sailing boats, and a picture of children playing in the wind.

Teaching Plans

1. *Routine Activities.* If the flowers are blooming, pick some and share them with another group in the vacation school. Sing "Jesus Loved the Flowers" as you present them. Put fresh water in the bird bath.

(If plans were made at the last session for an offering to provide milk or ice so that children in need may have fresh, cool milk to drink, at each session the children should be reminded to drop their money, if they brought any, into the bottle placed in a convenient place for that purpose. Opportunity should be given during every session for the children to count the money, talk about it, and tell God that they are glad that they can help other children have fresh, cool milk to drink.)

2. *Play, Conversation, and Song.* Let the children get out the boats that they made at the last session, or make new ones, and sail them. After a few minutes of this play, have the children put up their boats and come together for conversation and worship. Talk about the beautiful things out-of-doors that each one saw on the way to vacation school. As the various objects are mentioned, sing the appropriate stanza of "Thank You, Loving Father"; stanza one for trees and clouds, stanza two for flowers, and stanza three for sunshine and shadows.

3. *Conversation and Worship.* Recall the fact that water helps in many ways, and let the children name some of the helpful things that water does. Say that there is another good helper that they cannot see, but they can feel it and if they look they can know it is there. Pause for the children to guess. Open the door and see if you can feel the wind. Sit quietly and watch the curtains blowing or the leaves on a nearby tree fluttering. Be very still and see if you can hear the rustle of leaves or curtains. Quote the poem, "Who Has Seen the Wind?" by Christina G. Rossetti. If the children are responsive, read or quote "The Wind," by Robert Louis Stevenson. (See pages 135, 136.)

Play that you are trees, and stand up and wave your branches (arms) and leaves (fingers) in the wind—a strong wind and then a gentle breeze.

Ask what the wind does besides blowing trees and curtains.

Think about drying clothes, flying kites, pumping water, blowing smoke away, sailing boats, making people cool, blowing clouds and making raindrops fall, and the like.

Ask who made the wind. Say, "Yes, God causes the wind to blow." (Ps. 147: 18*b*.)

Express thanks to God for making the good helper, the wind.

4. *Going to Toilet and Washing Hands.*

5. *Lunch.* Sing or say grace, as the children prefer.

6. *Rest.* Stay out-of-doors if possible.

7. *Play.* Let the children choose what they want to play: "Drop the Handkerchief," "Roll the Ball," clovers and bees, flowers growing up, swinging, running races.

8. *The Wind as a Playfellow.*

Teacher: Today we have talked about many things that the wind does to help. Now would you like for me to tell you a make-believe story about a little wind?

Tell the story, "Things to Do."

After the story let the children play in the wind. Perhaps blowing or flying feathers in the air would be the most fun. There should be enough feathers for every child to have one of his own, with extra feathers to replace the ones lost. Small chicken or goose feathers are best. Instead of feathers, you may use balloons, or you may help the children make pin wheels. Playing with feathers, however, is preferred, since most children today need to be helped to learn to entertain themselves with the simple, natural things around them.

Instructions for making pin wheel: Use paper five inches square. Fold the square on one diagonal. Without opening, double paper again so as to fold second diagonal. Without opening, fold up right angle about half an inch. Open and cut on diagonals to creases near the center. Gather alternate corners together and fasten to end of pencil or stick with a pin.

At the close of the play period call the children together and have a prayer of thanksgiving for wind that dries clothes, cools people, helps to fly feathers, and the like. Sing "Thanks" as a thank-you for a happy day.

Workers' Conference

As a basis for evaluating the experiences of the day, ask the following questions:

1. What were the children really learning today—that is, what were they doing, thinking, and feeling?

2. Did we help the children with their activities only when they actually needed help?

In preparation for tomorrow's sessions:

1. Study plans for Session 12.

2. Check to see whether arrangement has been made with an older child to share his kite with the beginners tomorrow. If such an arrangement cannot be made, see if one of the workers can bring a kite and show the children how to fly it.

3. Check to see if other needed materials are available, particularly soap and spools for blowing bubbles.

SESSION 12

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Water the flowers and fill the bird bath.

2. *Playing with the Wind.* The children will probably wish to play with their feathers again. After a few minutes of this play, get the older child or worker to come with the kite. Let the children help put the kite up in the air and then take turns holding the spool and flying the kite. When it is not their turn, the children may play with their feathers or watch the kite. When time comes for the close of this activity, help the children draw down the kite and return it to the owner, with thanks. Then gather the group together on the grass and retell the story, "Things to Do." Recall the many helpful things that the wind does, and say a thank-you to God for the friendly wind. Sing "Glad Song" for the wind.

Children who do not wish to play with feathers or kite may look at pictures or picture books.

If it is impossible to have a kite, use the time for retelling stories chosen by the children and repeating dramatic play that they especially like—such as feeding baby birds, waking up and going to bed, flowers waking up and growing, clover blossoms, or giving flowers to a friend.

3. *Going to Toilet and Washing Hands.*

4. *Lunch.* Sing "Thanks."

5. *Rest.*

6. *Play.* Instead of having the regular play period, get out the spools, a pan of water, and soap, and let the children blow soap bubbles. To make the best bubbles, rub a little soap on the bottom of a wet spool and then blow gently, using the other end of the spool in the mouth. Notice the rainbow colors in the bubbles. Get out the prism and place it in the sunshine so as to make more rainbows.

When the play has lasted long enough, have the children throw out the water and put the spools, soap, pan, and prism away.

NOTE: Bubble pipes may be used, but spools are recommended, since it seems desirable to encourage children to discover and use for their play materials around them that do not have to be bought.

7. *Song and Worship.* Encourage the children to name all the pretty things that they see or have seen that morning out-of-doors. As the various objects are mentioned, sing "The Rain," "Glad Song," "Butterfly Flitting By," or the appropriate stanza of "Thank You, Loving Father." If you feel that the children are in the mood for real worship, yet no child expresses a desire to *say* "Thank you" to God, you may say: "We have been singing 'Thank you' to God for some of the pretty things out-of-doors, but we haven't said 'Thank you' in our very own words. Is there anything that we should like to say to God in our very own words?" Pause to let the children respond. Then voice in prayer the ideas the children have expressed.

Workers' Conference

1. Consider the possibility of taking the children on a picnic. Select, if possible, a sunny meadow with trees near by, where the children can enjoy the grass, wild flowers, clouds, trees, and perhaps bumblebees. A babbling brook adds beauty and joy, but

usually it is not wise to take a group of four- and five-year-old children on a picnic near a stream unless the water is so shallow that there is no possibility of an accident.

After the site has been agreed upon, decide on time of leaving, food, and play activities. Divide responsibilities among the workers. Simple sandwiches, cookies, and fruit make a wholesome lunch that is easily carried. Arrangements must be made for pure drinking water.

2. Study carefully the suggested plans for Session 13.

SESSION 13

Arrangement of Materials

Have a prism in sight.

Teaching Plans

1. *Routine Activities.* Fill the bird bath. Water the flowers. Pick some blossoms if there are enough, and share them with another group in the school.

2. *Sun and Water.* Let the children blow bubbles and make other rainbows with the prism. Look at the day-and-night book. Recall all the ways in which sun and rain help. Sing "The Rain Song," "Jesus Loved the Flowers," and appropriate stanzas of "Thank You, Loving Father."

3. *Getting Ready for the Picnic.* Tell the children that you have a surprise for them. Ask if they would like to have a picnic. Encourage them to talk about what will have to be done in order that all may have a happy time: all help carry the lunch, all stay close together en route and where the picnic is to be held, all help arrange the lunch and straighten up after it is over, all share food equally and not be greedy, and all play helpfully together. Have everyone lie down and rest five or ten minutes. After all have gone to the toilet, divide the lunch into convenient packages, and decide who will carry the packages first, who next, and so on.

4. *The Picnic.* Carry out the picnic as planned. Notice flowers, birds, clouds, and other pretty things along the way, and sing the various songs that the children know. When you reach the site

selected for the picnic, place the lunch in a safe place away from the ants—perhaps suspend it from a tree—then prepare to play. If it is a new, very interesting spot, the children will probably want to reconnoiter—pick flowers, collect pebbles, watch a friendly cow, or do something of the kind. Otherwise, begin at once to play some active games: "Roll the Ball," "Drop the Handkerchief," or "I Saw."

Let the children arrange the lunch. Sing "Thanks" before eating.

When all remains of the lunch have been cleared away, call the children around you on the grass and tell the story, "When All the World Is Singing." Try to adapt the story so as to include the sounds which the children are really hearing or may hear at that very moment. Sing the last stanza of "Thank You, Loving Father" several times. Then play the listening game—that is, lie very still and see how many of the outdoor sounds you can hear. With a little encouragement, children learn to listen intently.

Say thank you to God for a happy day. If any food is left over, leave some for the birds, and decide what you will do with the rest. Take turns carrying packages that must be taken back to the church.

Workers' Conference

Judge the success of the picnic by asking the following questions:

1. Did the children have a happy time? Why do we think so?
2. Did they try to work and play helpfully together? Give examples.
3. Did the experiences out-of-doors help them feel wonder and joy in God's world? Give examples of their wonder or joy.
4. Were there any moments of real worship? Describe them.

Make preparations for tomorrow's session, as follows:

1. Study plans for Session 14.
2. Check to see if all necessary materials are ready, especially building materials and all necessary tools.

TEACHING UNIT THREE: HOMES FOR ALL

SESSIONS 14-22

Purpose of This Unit

What We Hope Each Child Will Think and Feel: The world is full of many interesting living things. For birds, fishes, toads, rabbits, children—for every creature God provides the kind of home that is best. I am glad for all the homes, but especially for mine with mother and daddy. When Jesus was a little boy, he must have helped his father and mother in many ways. I like to help at home as Jesus did.

What We Hope Each Child Will Do: Observe and try to care for little living things; strive to help at home; thank God frequently and spontaneously for his good gifts; grow in ability to work and play happily and helpfully with others.

The success of this teaching unit will depend on the contacts that the children have with the homes of various little creatures. In almost any community there should be opportunities for the children to see the homes of birds, fish, ants, spiders, wasps, and either a turtle or a snail. The nature of the experiences, of course, must be determined by each local situation. For example, in a city the children's contacts with fish may have to be confined to goldfish in a bowl or an artificial pond, while country children may visit a creek or a natural lake. In order to make the course center around the immediate experiences of the children, workers should read the entire teaching unit (Sessions 14 through 22), and be ready to change the order of the sessions and make any other adaptations needed.

Materials Needed for This Unit

If playhouses are built: several large dry goods boxes; orange crates; smaller boxes; boards, blocks of various sizes; strips 2x2 inches by —— for legs of tables; a good crosscut saw about fourteen inches long; two hammers, Adze Eye No. 3, which has a large head and is well weighted; assorted nails ranging from two-

penny to five-penny, with a few large heads; a work table or bench; a vise if available; one can of house paint—green, brown, or white; two or three medium-sized paint brushes; *or,* if another type of house play is preferred: large blocks of various shapes and sizes, including several long narrow ones; boards on which piece goods in dry goods stores is wrapped; shoe boxes; corrugated cartons, especially those in which electric light bulbs come; oatmeal boxes; other cardboard boxes; scissors with blunt points; paste; paper brads.

NOTE: Children, being unskilled workers, need all the help that a good tool can give them. It is much better to buy tools from a reliable hardware store, where you can select tools of the proper size, weight, and quality for the children, then buy a set of tools in a toy shop. In these sets are many tools that little children never use; besides, the tools in many of these sets are of inferior quality.

Some kind of pet which the children can take care of daily. (For suggestions, see pages 12 and 13.)

If a rabbit is provided: a large box with a floor, a door that can be fastened securely, and wire netting to keep out rats; a pan for water.

Fish bowl or jar for any wee live things brought in—such as a snail, a turtle, or minnows.

Old birds' nests, mud-dauber nests, and the like, collected during vacation school.

Two or three dolls (children may bring their own dolls from home).

Flowers; vases.

Long strips of unglazed tan wrapping paper; crayons; paste.

Book: *One Hundred Best Poems for Boys and Girls,* from ten-cent store; also appropriate poems on pages 133-138.

Pictures: "Bringing Water from the Well," by Hole, or other picture of Jesus when he was a little boy; "The Little Friends of Jesus," "The Lord of Joy," by Percy Tarrant, or other pictures of Jesus and children; other pictures of Jesus, particularly of Jesus helping; pictures of chickens, toads, turtles, rabbits, birds; pictures of children picking or sharing flowers, playing with dolls, feeding ducks or chickens, or helping at home.

Biblical material:

"He hath made everything beautiful in its time." (Eccles. 3: 11*a*.)

"The flowers appear on the earth; the time of the singing of birds is come." (Sol. 2: 12.)

"Be . . . . kind." (Eph. 4: 32.)

"O give thanks unto the Lord: for he is good." (Ps. 106 1*b*. and 1*c*.)

Story: "When Jesus Was a Little Boy." (Luke 2: 40-52.)

Stories: "Birth of Jesus." (Luke 2: 1-20; Matt. 2: 1-12.)

Other Stories of "Jesus, the Helper."

Songs:

	PAGE
"Homes"	149
"Jesus Loved the Flowers"	142
"Go to Sleep, My Baby"	148
"Glad Song"	143
"Butterfly Flitting By"	146
"Thank You, Loving Father"	144

Stories:

	PAGE
"When Jesus Was a Little Boy"	125
"Helping the Mocking Birds"	109
"Each Likes His Own Home Best"	126
"Bunny Cottontail"	127
"When Boxy Moved"	129
"Feeding the Ducks"	131

Stories of the birth of Jesus, the shepherds, the visit of the Wise Men, and Jesus, the helper, as given in the regular church school lesson material.

Materials for rest period, lunch, and washing hands. (See pages 15-17.)

NOTE: If you are beginning your vacation school with this teaching unit, see Session 1, page 24, for suggestions concerning meeting children and helping them feel at home, and concerning planting flowers if the season and location will permit.

SESSION 14

A Choice of Building Activities

In connection with house play, two types of buildings are suggested. One involves the provision of large dry goods boxes for houses and the construction of furniture through the use of hammer, saw, nails, and wood. This activity may well be carried on out-of-doors or in a basement. If experience with these materials is impossible, house play may be enjoyed indoors with blocks and cardboard boxes. Long blocks or strips may be used to outline rooms large enough for the children to play in. Necessary furniture may be built from blocks or constructed from cardboard boxes cut in the desired shapes. Of these two activities, many workers will be less familiar with the first, but it has many educational advantages to recommend it. Every little child needs and has a right to experiences with hammer, nails, saw, wood, and paint. Moreover, wood is an appropriate material from which to construct houses and furniture. Furniture thus made is durable and can be painted and used in ways in which more fragile or temporary furniture cannot. From work of this kind a four- or five-year-old child gets a satisfaction and a sense of genuine achievement seldom, if ever, possible from work with paper. Use of tools by children is not dangerous if adults show the children how to use them and stay near by to offer help when needed. An occasional bruised finger is not a tragedy for the young workman, but a badge of honor and distinction, and may be the medium through which he learns to laugh rather than cry when in pain.

The making and furnishing of a tiny doll house into which the children can reach but into which they cannot get is not recommended, first, because the making of wee things, largely of paper, is too tedious for four- and five-year-old children, since they have not yet gained much control of the finer muscles in fingers and eyes; and, second, because young children want a playhouse large enough for them to get inside.

Arrangement of Materials

If the first plan suggested above is to be followed, the large dry

goods boxes, orange crates, and several smaller boxes may be placed in a shady spot out-of-doors, with the work table or bench near by. Inside one of the boxes may be a doll bed and a doll. If all the session is to be held outside, chairs should be arranged in a semicircle in another shady place; otherwise, they should be arranged indoors. "Bringing Water from the Well," by Hole, or another picture of Jesus when he was a little boy, may be mounted and hung where the children can see it easily. A bowl of flowers on a low table will add beauty and an atmosphere of worship.

If the second plan suggested above is to be used, one or two rooms may be outlined by blocks in one corner of the beginner room. In them may be placed a doll bed, two or three chairs, a couple of dolls, and perhaps a box turned upside down with a scarf on it. "Bringing Water from the Well," by Hole, or some other picture of Jesus when he was a little boy, and a bowl of flowers may be arranged as suggested above.

Teaching Plans

1. *Playing House.* As each child arrives, greet him as usual, and then let him find his own activity. The presence of the large boxes and doll or the arrangement of the house indoors will be almost sure to attract the children and turn their attention to playing house. Encourage this play but offer suggestions only when really necessary. Outdoors the children will probably spend much time crawling into the boxes, snuggling close together, and then running over to another box to try it. Gradually the activities attendant upon everyday home-making may begin to take form.

If it seems desirable, you may hasten the organization of the play with such suggestions as the following: "Hazel, would you like to be the mother? How many think that Jane would make a nice little sister? Jane, whom would you like to have for your big sister? Who would like to be the big brother? I think that Bill would make a fine daddy; he knows how to do so many helpful things around the house." Perhaps there will be two families, and visiting back and forth will take place.

Watering the flowers and putting fresh water in the bird bath may become a part of the normal family play, or they may be done by a child not yet engrossed in playing house.

2. *Conversation, Story, and Song.* Sing the second stanza of "Thank You, Loving Father," or "Glad Song," for flowers. Sing "Jesus Loved the Flowers," and play giving flowers to one another. Notice the new clothes or shoes some child has on or a pretty, freshly laundered dress, suit, or pair of coveralls. Lead the conversation to the many things that mother and father do for us. Tell the story, "When Jesus Was a Little Boy." Examine the picture of the child Jesus, and talk about ways that children can help at home. Let the children take turns representing in pantomime things that they do to help mother and father, while the others guess the acts of helpfulness portrayed—sweeping, washing dishes, and so on. Say a prayer similar to the following: "God, we thank you for our mothers and fathers. We are glad that we can help at home as Jesus did when he was a little boy. Amen."

3. *Going to Toilet and Washing Hands.* (For special suggestions, see page 15.)

4. *Lunch.* Sing "Thanks." (For further suggestions, see page 16.)

5. *Rest.* If the atmosphere of playing house still prevails, you may say that night has come and it is time for everyone to go to bed. Fathers and mothers may see that their children go to bed; then they may rest, too. It is essential that every child lie still and relax for a few minutes.

6. *Play.* If interest in playing house is high, let the activity continue. Otherwise, play "I Saw," "Drop the Handkerchief," or racing—running, walking, hopping.

7. *Planning Furniture for the House.* Sing "Glad Song" for "our homes," "our mothers," and "our fathers." Say a thank-you prayer for mothers, fathers, and homes. Encourage the children to talk about the furniture that they have in their own homes. Summarize their conversation thus: "Yes, in a home people need beds, chairs, a table, a stove, and something to hold the dishes and their clothes. I wonder if we could make some furniture for our house (or houses). John, I wonder what piece of furniture you could make."

Lead the children to discuss pieces of furniture they would like to make and how they might make them. Then examine the

materials available—orange crates, boxes, boards, blocks, and other odds and ends of lumber, or blocks, corrugated cartons, oatmeal boxes, and shoe boxes, according to the type of building planned. Let each child select the materials that he wants to use for his article of furniture. If time permits, get out nails and carpenter's tools, or scissors and any other tools needed, and begin work.

Remember always that the finished product alone is not what makes the activity valuable for children. The furniture made probably will be very crude, but let the children do the work, or they will receive neither joy nor profit from the experience. Of course, this does not mean that a worker will not hold a block while Mary drives a nail, help her cut four table legs the same length, or even do some of the sawing or nailing that she cannot quite do alone.

All the furniture should be simple and may be of different types to suit the varying abilities of the workmen. One child may make a chair by nailing a board against the back of a block so that it extends far enough to serve as a back. Another may nail a board six inches square on two blocks 2x2x6 inches and have a backless seat. A child with more skill may make a chair with four legs (blocks), a seat, and a back. Orange crates make excellent armchairs, which, if reinforced, are strong enough for the children to sit on. A box turned upside down and painted may be a table, or a table may be made by nailing one large block under the center of a board, or four smaller blocks under a board or a very shallow box. Beds, likewise, may range from a plain, shallow box to more elaborate pieces with head and foot boards, with or without legs. Usually a small bed is made by nailing a board on each end of an oblong block so that the boards extend above, one end for the headboard and the other for the footboard. Cabinets for dishes and clothes may be constructed by knocking one side out of two or three boxes and placing one on top of the other, with all the open sides turned to the front; or a box may be turned on end and a shelf put in it. Some of the furniture may be large enough for the children to use, and some may fit dolls. If the beginner department does not have dolls, some of the children should be encouraged to bring their dolls to visit.

If real carpentry is not engaged in, beds, doll chairs, tables,

and other furniture may be constructed from blocks and the boards on which piece goods in dry goods stores is wrapped. A board placed on four wooden blocks becomes a bed or a table. Additional blocks may be used to make the headboard and the footboard of the bed if these are desired. A small rectangular block placed in front of a larger block that extends high enough above it for a back becomes a chair. By the use of more blocks, the chair can be made larger. These are but suggestions of numerous other arrangements. If furniture firm enough to be moved is desired, cardboard boxes may be used. If one end of a shoe box is cut down a little, and the sides are cut down still lower, an excellent doll bed results. This may or may not be placed on blocks in order to lift it from the floor. A shoe box cut in half makes two chairs or two benches according to whether the box was cut in two lengthwise or crosswise. Half an oatmeal box makes a round table. On the other hand, the lower part of a plain, uncut shoe box when turned upside down makes a satisfactory table and when turned right side up makes a satisfactory bed.

Patterns and specific measurements and directions for making furniture from lumber, blocks, or cardboard are intentionally left out of this course because the purpose of this activity is to encourage creative expression on the part of the children, not to teach manual training. Each child should be encouraged to plan and make the article which he desires in accordance with his own idea, limited, of course, by the materials available. The teacher should stimulate thinking, help in the selection of appropriate materials, and give any assistance necessary in mechanical execution; but she should not give patterns or require uniformity of design or workmanship. All the furniture will be, and should be, rather crude, although wide differences in both ideas and skill will be evident. Teachers who have never done building of this kind themselves may well take time to experiment with the materials before they use them with children.

Workers' Conference

Thoughtfully recall the experiences of the day.

1. Were the children interested, busy, and happy? Were there any exceptions? What seemed to be the cause in each case?

2. Did workers give help when it was needed? only when it was needed? Discuss specific cases.

3. Did the children find all the materials and tools that they needed to make their furniture? If not, how can the other supplies be secured?

4. Are there any timid children who need special encouragement? any aggressive children who need to learn to follow? How can we help them?

5. Are there any other acute behavior problems? What can be done to help?

As further preparation for the next session:

1. Study plans for Session 15.

2. Check to see that all supplies needed are available, particularly carpenter's tools, building materials, and pictures of Jesus.

3. Learn the song, "Go to Sleep, My Baby."

SESSION 15

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Water the flowers and fill the bird bath.

2. *Building.* Assemble as a group and talk over the plans made yesterday for constructing furniture for the house. Help each child decide clearly what he wants to make. Then go to work. Guide the activity through questions, suggestions, and a minimum of physical assistance. Help the children learn to saw with long strokes made by extending the arm to full length before contracting. Show them how to grasp the handle of the hammer near the end and how to drive a nail. Encourage them to choose nails in relation to the thickness of the boards or blocks. Carefully put away tools and unfinished work when the building period is over.

3. *Going to Toilet and Washing Hands.*

4. *Lunch.* Sing or say grace. The children themselves may decide what they want to say.

5. *Rest.* Rest outdoors, if possible.

6. *Play.* The children may wish to play house in their boxes

as on yesterday. If not, lead them in playing "Hen, Chickens, and Hawk" or other active game, or have free play on the playground.

7. *Story, Play, and Worship.* Retell the story "When Jesus Was a Little Boy." Play the dramatic guessing game about helping—that is, let one child portray in pantomime something that he does to help at home; when the other children have guessed the action he is representing, let another child take his turn. Thank God for fathers, mothers, and homes, and express joy in being able to help at home as Jesus helped when he was a little boy.

Say, "There is one thing that mothers often do for their babies when they are small. I will act it and let you guess." Dramatize rocking a baby in your arms. After the children have guessed, continue: "Sometimes mothers sing to their babies while they rock them. This is a rock-a-bye song that I like to sing." Sing "Go to Sleep, My Baby" while you continue to rock your baby. Encourage the children to rock their babies, too. Let them get their dolls if they so desire. Sing the lullaby softly several times while you rock the babies. When a baby goes to sleep, he should be gently placed in a bed, real or imaginary. Children may be helped to take turns holding the dolls.

If the children are bringing money for a milk or ice fund for young children in a city, talk again about these children, report purchases of milk or ice; count the money remaining to see how much fresh milk it will make possible for the babies; and tell God you are glad that you can help these babies, or children, have fresh, cool milk to drink.

Get out the mounted pictures of Jesus, and encourage the children to examine and talk about them. Through conversation bring out the story suggested in each picture. In connection with the nativity pictures, tell the stories of the birth of Jesus, emphasizing the love and care of Mary, Joseph, the shepherds, and the Wise Men. In connection with pictures of Jesus when he grew to be a man, stress his love for flowers, birds, and children and the fact that he was always helping people. Sing "Jesus Loved the Flowers," and play giving flowers to one another.

Discuss the day's work in furniture building, and lead each child to decide what he will do at the next session.

Ask the children if they would like to take some of the flowers

home as a surprise for mother or father. Help them divide the flowers fairly. Sing "Jesus Loved the Flowers" again, and suggest that the children sing it when they present their gifts of flowers. Sing "Thanks" for a happy day.

Workers' Conference

The following questions may aid in testing the work of the day:

1. What evidences are there that we are making progress in stimulating the timid children mentioned yesterday? in helping the aggressive children learn to follow as well as to lead? in solving any of the other specific behavior problems?

2. Did our failure to look ahead and plan in advance cause confusion at any time today? How can we prevent repetition of such a situation?

3. Were there moments of real worship as we talked about God's gift of homes, fathers, and mothers, about Jesus, and about helping at home? Describe them.

4. Have we any evidences that in the prayers we are expressing the thoughts and feelings of the children in words so nearly like their own that the prayers become their own prayers?

As you continue your preparation for the next session, study the plans for Session 16, and make sure that someone has located a birds' nest not far away which can be shown to the children.

Put away all materials so that indoor and outdoor space will be ready for Sunday.

SESSION 16

Arrangement of Materials

Same as for previous session except that a few mounted pictures of birds' nests and of children helping at home may be arranged around the room or the outdoor space. If a worker has found a last year's birds' nest, it may be put in the box, on the shelf, or in the cabinet reserved for nature materials.

Teaching Plans

1. *Routine Activities.* Water the flowers and fill the bird bath. Take time to enjoy the flowers and to watch the birds drink or bathe.

2. *Song, Play, and Worship.* Encourage the children to tell about pretty things that they saw on the way to vacation school. As the various objects are mentioned, sing the appropriate stanza of "Thank You, Loving Father," or "Glad Song" for the object named. In connection with flowers, say: "There was somebody else who loved flowers, too. He loved them when he was a little boy and when he was a grown man." After the children have guessed, sing "Jesus Loved the Flowers," and play giving flowers to one another.

Sing "Go to Sleep, My Baby," and play rocking the baby to sleep.

If the children seem to be in a worshipful mood, say: "We have been singing, 'Thank You,' to God this morning, but we haven't said it yet in our own words. Would you like for us to say it in our own words?" Pause for the children to respond. If they say, "Yes," but do not suggest the contents of the prayer, ask, "John, what would you like to say to God this morning?" Let other children suggest, also. Then weave all the responses into one prayer.

3. *Building.* Talk about the beds, tables, and chairs, that the children are making for their house (or houses). Help them recall what they have already done and think what needs to be done next. Then go immediately to work on the furniture.

4. *Going to Toilet and Washing Hands.*

5. *Lunch.*

6. *Rest.* Insist that all children lie down and that all workers lie or sit down and remain quiet.

7. *Play.* The regular play period may be omitted so as to allow more time for the trip.

8. *Trip to See a Birds' Home.* Look at the pictures of Jesus when he was a little boy and the pictures of children helping at home. Guide the thinking and conversation thus: "When Jesus was a baby, his father and mother loved him and took care of him. As Jesus grew to be a big boy like Donald and John, he liked to live at home with Mary and Joseph, and he helped make them comfortable and happy. We have mothers and fathers, too, and we like to help at home just as Jesus did when he was a little boy. Shall we say thank-you to God for our nice homes?"

After the prayer continue: "I have another home to show you today. It isn't like the home Jesus lived in, or the home Frances lives in, or the home Billy lives in, or the nice playhouse we are building; but it is a snug, comfortable home. It is a home that was built in a tree." After the children have guessed, get the birds' nest and let them examine it. Explain that it is an old nest that the birds no longer use. Encourage the children to examine it and to talk about the way it was built and the materials in it. Explain how it was fastened in the tree. Ask the children if they would like to go to see another birds' nest, a nest in which the birds are living now. Walk slowly and see if you can find other nests. When a nest is discovered, observe it carefully but quietly. If it is low and you can do so without frightening the birds, hold the children up and let them peep inside the nest. For suggestions and warnings concerning observation of a birds' nest, see Session 4, page 38.

Withdraw from the immediate neighborhood of the nest, and sit down in a shady spot. Tell the story, "Helping the Mocking Birds," as you told it in Session 4. Talk about ways that the children can help birds, and lead them to decide to bring food—bread crusts and berries—tomorrow to feed the birds. Pray somewhat as follows: "Loving Father, we are glad that birds have such nice homes for their babies. Help us remember to help take care of the birds. Amen." Sing "Glad Song" for the birds. Then return home.

Workers' Conference

Share with one another experiences you have had with the children that reveal their increasing ability to work and play together, their growing appreciation of home and family, or a happy consciousness of God.

Study together the plans for Session 17.

Check to see if workers have located homes of other little creatures to which they can take the children—fish, ants, mud daubers, spiders, or toads.

Plan to provide a little food for the birds, in accordance with the decision of the children today.

Learn to sing "Homes."

Check to see if arrangements have been completed for securing a rabbit or Belgian hare, or other pet, for the remainder of the vacation school and what provision has been made for a house to keep it in.

SESSION 17

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Water the flowers and fill the bird bath.

2. *Caring for the Birds.* See how much food was brought for the birds in accordance with yesterday's agreement. Sing "Glad Song" for the birds, and follow the song with a spoken prayer somewhat like the following: "Thank you, God, for the birds. We are glad that we can help feed them. Amen." The food may then be tied on low branches of a tree or bush or thrown on the ground near a nest or a bird haunt.

3. *Homes for All Creatures.* Go on a trip in search of homes of little creatures. In a city the children may have to go to a park where they can see fish and perhaps ducks, geese, and swans in the lake, and birds' nests and birds in the trees. They may take crusts of bread to feed the fowls. In other communities the children may be taken to the country, where they can see fish in a stream, a mud dauber's nest, an ant hill or nest, a spider in its web, a frog under a rock, in a tree, or in a pond, as well as birds' nests. If workers remember that the purpose of the trip is to let the children see the homes of many little creatures, they will fit the excursion to their own locality and be alert to discover and show the children the homes that exist all around them. Even dog houses will not be overlooked. There is no need for rushing, however. One home carefully observed and enjoyed means more to a child than a dozen hastily viewed.

Some of the things to be noticed about every home are its location, the material of which it is built, and the method of construction. Very common are builders with silk, builders with mud, builders with straw, excavators, dwellers in or under stones,

tree-dwellers, and inhabitants of the water. One or several of these may be seen on this trip.

Perhaps the most easily observed builder with silk is the spider. Trips in gardens, among shrubs, or in fields, especially early in the morning, are almost sure to reveal a spider web. This is likely to be the orb web, a web most intricate and beautiful in design and of the most exquisite workmanship. The orb web is made by the large black and yellow garden spider. It is most often placed vertically in order to be in the path of flying insects, for a spider gets its food by entangling other insects in the meshes of its web home. The web is made of threads of silk spun on spinnerets in the spider's body. The thread encircling the web, the radii or spokes, and the guy-lines which fasten the web to bush or twig are made of inelastic silk which does not stick to anything that touches it. The thread which connects these radii, or spokes, and goes round and round in a spiral is very elastic, however, and adheres to any object brought in contact with it. The spider can walk in its house because it steps on the dry spokes; but a fly or other insect not familiar with the house steps on the sticky spiral line and becomes entangled.

Teacher: Here is a beautiful home made of silk. [She stands quietly a moment and lets the children enjoy the exquisite sight.] See how it shines and sparkles in the sunshine. It looks like a fairy web made out of pearls, doesn't it? [Pauses.] See how it swings back and forth when the wind blows. It is a swinging home, but it doesn't break. It is fastened tightly to the rosebush. John, do you know who lives in this lovely, swinging home?

Frances: A spider.

Teacher: Yes, a garden spider, I imagine. Let's see if we can find it. Usually a spider stays in its web home or near by so that it can see if a fly or a mosquito gets caught in the web. [Looks for the spider.] Here it is in a little den or room of silk that it has built near its big house. See, here is one little silk thread for it to walk on back to its house. [Pauses.] Does anybody know how it builds its house? [Pauses for response.] It has some little spinners in its body that spin these threads of silk. It spins one thread of silk and fastens it on the rosebush. Then it

spins another thread and another until it has made a beautiful house like this. [Pauses.]

Jack: I saw a fly caught in a spider web once.

Teacher: How did it get there?

Jack: I don't know. Maybe it got caught.

Teacher: Could it get out?

Jack: No, it was trying to, but it was caught.

Teacher: Yes, the way a spider gets its dinner is by catching a fly or a mosquito or a bug in its web. See, all these little threads that come out straight this way from the middle are all right to walk on, and the spider walks or runs on them. These little threads that go round and round are sticky, however, and the little fly, that doesn't know where to walk, steps on them and sticks.

Jane: Just like fly paper.

Teacher: Yes, these threads that go round and round are sticky just like fly paper. When the fly steps on them, it sticks, and it is so little that it can't pull away; so the spider comes and eats the fly for dinner.

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The mud dauber is a cement worker. In early summer she may be seen around a pool or puddle getting mud to mix with the saliva, which she secretes from her mouth to make firm her cement. This cement she plasters on the underside of a roof, rafter, or other protected place. Since she has no hands, she does all the plastering with her jaws. She works hard, going back and forth getting mud until she has made a little cement room about an inch long, smooth inside but rough outside. She puts some food (spiders) in the little room, lays an egg there, then closes the opening, or door, with more cement. She is then ready to make more cement and build another room for another egg by the side of the first one. When the baby mud dauber gets large enough to go outside the little cement room, it cuts a door in the end and comes out.

These facts may be given to children in the form of a story or conversation if a mud dauber's nest is found.

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Birds use straw, sticks, string, mud, paper, cotton, hair, thread, and numerous other materials in their nests. Notice as carefully as possible the materials in each nest observed. You may wish

to say: "Isn't it wonderful that God has made robins so that they know how to build a nest like this, a mud dauber so that she knows how to make a cement house, and a spider so that it knows how to make a beautiful, silk web home?"

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Ants excavate to make their homes. For suggestions concerning observation of an ant nest, see Session 8.

. . . . . .

The common toad, which may be seen frequently in a garden, likes to live in cool, damp places—beneath stones, sidewalks, porches, and so forth. The wee tree-frog, or tree-toad, however, is the singer that trills in the branches of trees all summer. Its song is sometimes mistaken for that of the cricket.

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If the children cannot be taken where they will see fish in lake or stream, they will enjoy having goldfish or minnows in a bowl.

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Any interesting nature materials collected on the trip should be placed in the nature cabinet with the birds' nest.

4. *Going to Toilet and Washing Hands.*

5. *Lunch.*

6. *Rest.*

7. *Play.* Since the children have been having a rather active session, the regular play period may be omitted, if desired.

8. *Conversation, Song, Story, and Worship.* Talk over the experiences of the trip. Recall each home seen: whose it was, where it was located, of what materials it was built, and how it was constructed. Say again what you probably said on the trip, "Isn't it wonderful that God made birds so that they know how to make nests out of straw, sticks, mud, and string, spiders so that they can build a beautiful, silk web home, fish so they can live in water, and people so that they can build pretty, comfortable houses like the one Jack lives in and the one Frances lives in and —— [Name other children]. Each one has the kind of house that suits him best. Shall we tell God that we are glad that he has arranged for every one to have the kind of home that he needs?"

After the prayer tell the story, "Each Likes His Own Home Best." Dramatize it by letting the children play that they are

little toads that go hopping to their own homes under the cool stones. Sing both stanzas of "Homes" two or three times to the children. Then encourage them to sing it with you. In order that father may not be left out, repeat the song, using "father" instead of "mother." This variation will mar the rhythm of the words, but the children will be more responsive to the idea than to the rhyme.

Turn attention to work in the playhouse. Ask each child what furniture he is making, and help him plan what work he will do on it tomorrow. Probably some of the children will be ready to paint, while others will still be in the building stage. Everyone should be encouraged to continue work on the furniture which he started until it is finished.

Before the children start home, sing "Thanks" for a happy day.

Workers' Conference

Test your own development as teachers and guides of little children by asking the following questions: Are we learning more each day about the needs, possibilities, and limitations of four- and five-year-old children, and ways to enrich their living? What have we learned during the last week?

Study the plans for Session 18.

Complete plans for securing a rabbit or other pet and for providing a suitable house for it.

SESSION 18

Arrangement of Materials

Place a few new mounted pictures of rabbits, birds, toads, fishes, flowers, or wasps where the children can see them.

Teaching Plans

1. *Routine Activities.* Water and gather flowers, and fill the bird bath, as usual.

2. *Making Furniture.* Continue work on furniture for the playhouse, as planned at last session. For suggestions concerning helping children learn to use paint, see Session 3.

3. *Homes for All.* Sing "Thank You, Loving Father," using only the stanzas that seem particularly suited to recent experi-

ences of the children. Retell the story "Each Likes His Own Home Best." Dramatize it by letting all the children be toads, select their homes, and hop to them. The children may then be, in turn, birds flying to their nests to feed their baby birds, and human mothers rocking their babies to sleep. For the last-named rhythmic play they may use their dolls if they so desire. As the mothers rock their babies to sleep, sing "Go to Sleep, My Baby." When the babies are asleep, gently lay them in their beds.

As a summary of the experiences with homes for all creatures, you may say: "Yes, God knows best. He gives to each one the kind of a home that suits him: for birds a home in a nest in bush or tree, for fishes a home in the clear, cold water, for a toad a home under a rock, and for boys and girls a home in a pretty house with mother and father." Sing "Homes" several times. If the children seem to be in the mood for it, have a spoken prayer of thankfulness for all homes, but especially "ours" with mother and father.

4. *Going to Toilet and Washing Hands.*

5. *Lunch.*

6. *Rest.*

7. *Play.* Let the children play house, using their box houses, their dolls, and the furniture that they have made.

8. *Singing, Drawing, and Planning.* Sing "Homes" for both mother and father. Then ask if the children would like to make a picture of the song. Place a long strip of paper on table or floor. Let one child draw a birds' nest, another some fish in water, another a toad's home under a rock, and another a house with a father, a mother, and a child in it or near by. Sing "Homes" again.

Tell the children that you have a surprise for them: that a visitor is coming tomorrow to stay with them until vacation school closes. Say that the visitor does not walk as the children do; he has four legs, and he hops. If the children have difficulty guessing, give more details: color, size of ears, and so on. After they have guessed correctly, talk about the kind of home that this particular kind of rabbit or Belgian hare needs. Select a safe place for its hutch, or house. If you are not getting a house with the

pet, the children may decide to use one of their large wooden boxes. A committee composed of an adult worker and one or two children may be appointed to see a carpenter about putting a door on the box, one that will keep dogs and rats out but will let in plenty of fresh air. The closing prayer may express thanks to God for a happy day and for the rabbit that is coming tomorrow, and ask help in taking good care of the pet.

If you have arranged for another kind of a pet instead of a rabbit, make preparation for it.

Workers' Conference

Re-read the purpose of this teaching unit on "Homes for All," as stated on page 68. In the light of these objectives, discuss the experiences of the last five sessions and see in what respects you are attaining your goals and in what respects you are failing. Confer concerning ways of strengthening the weaker phases of your program.

Study again the plans for Session 19. Make any additional plans needed in connection with securing or taking care of the rabbit or other pet. The manager of the pet shop or the dealer or owner from whom you get the pet will give you instructions concerning its care, including the kind of house it needs and appropriate food.

SESSION 19

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Fill the bird bath, water the flowers, and make final preparations for the arrival of the rabbit or other pet. Because of the danger from dogs and because of the absence of a pen in which the rabbit can hop around with safety, it may be wise to put the hutch indoors.

2. *Free Play and Enjoying the Rabbit.* The children should be given ample time to watch and enjoy the rabbit. At first it will probably sit very still, far back in his hutch while the children

crowd around and watch, not talking but just enjoying. By and by you may talk about the large ears that move very quickly to catch every sound, the quivering nose, the bright eyes, and the soft-looking fur coat. Suggest feeding him. Two children may get a pan of water while others give him green cabbage, carrots, or other food, according to the instructions received when you bought or borrowed him. If he is not still too frightened to eat, the children will be fascinated by the way he picks up the food and the way he eats with much wabbling of lips. After another period of watching, you may call the attention of the children to the need for a bed in his house. Talk about the kind of a bed that a rabbit likes. Suggest that all go out and gather clover leaves and tender grass for his bed. Take a basket or sack with you to hold the grass or leaves. When you return, put the green stuff in the house very quietly so as not to frighten the rabbit.

By this time some of the children will probably wish to go back to furniture-making, playing house, looking at pictures, or other activities, returning frequently to watch the bunny for a few minutes, while a few children may prefer to remain with their new friend. Since there will naturally be much excitement over the arrival of the pet, let the activities of the session move along in an unhurried manner. Perhaps a child will suggest inviting other groups in the school to come to see the rabbit. If so, a committee may deliver the invitation, reminding the visitors to be reasonably quiet so as not to frighten the bunny. After the visitors have gone, the children may decide that if they will open the door to the hutch and be quiet, bunny may come out into the room. Keep all doors to the room securely fastened so that he cannot get outdoors if he ventures outside his hutch. This would be an appropriate time to read or say poems or to retell stories. If the rabbit should hop outside his home or even come to the open door and look around, the children would be delighted.

If another kind of pet was provided, follow a procedure similar to that suggested for the rabbit—that is, enjoy it, observe it, feed it, and make it comfortable.

3. *Conversation and Worship.* Help the children think about the things they can do to take good care of the bunny and make him like his new home: keep his house clean; keep fresh leaves

and grass in it for his bed; bring cabbage and carrots to feed him; give him fresh water every day; remember not to make loud noises near him; and keep the door closed so that dogs cannot get to him to hurt him. Introduce the story by saying: "This bunny has many friends here to give him a little house to live in, to get fresh leaves for his bed, and to bring him food and water every day. There are some wild rabbits, however, that live in the fields and have to take care of themselves. We call these wild rabbits bunny cottontails. Do you know why? (Pause for a response.) Each little rabbit has a white spot under the end of his tail. When he is running fast, this looks like a piece of cotton caught on his tail; so people call him bunny cottontail. Have you ever seen a wee, baby rabbit?"

Tell the story, "Bunny Cottontail."

Mention again the fact that bunny cottontail doesn't have friends like John, Frances, or Jane, to take good care of him, but God has made him so that he can help take care of himself. Recall the long legs that help him run fast and get away from the dogs, the large ears with which he can hear an enemy approaching, the home in the brier patch—and perhaps even the white spot under the end of the tail so that when he is young he can follow his mother more easily! Perhaps the prayer will be somewhat as follows: "God, we are glad that you made bunny cottontails so that they can help take care of themselves. Help us take good care of the bunny that has come to live with us."

4. *Going to Toilet and Washing Hands.*

5. *Lunch.*

6. *Rest.*

7. *Play.* Play house or play on the playground. Perhaps you may play hopping like rabbits and then flying like birds.

8. *Drawing.* Sing "Homes." Express thanks to God that rabbits can have homes in a brier patch or in a little house, that toads can have homes under a rock. Name several of the homes with which the children are familiar, closing with the home that children have with father and mother. Suggest making a large picture of all the kinds of homes that the children know—birds' homes, toads' homes, fishes' homes, rabbits' homes, children's homes. Place a long strip of tan wrapping paper on the floor or

table—or use two or three sheets if there are many children. Mark off the paper lightly in sections so that every child may have one section in which to draw. Help each child decide what kinds of homes he will draw.

When the drawing period is over, sing "Homes." Then roll up the co-operative picture and put it away.

Arrange for the safety and comfort of the rabbit—or other pet—overnight. Perhaps the rabbit will need fresh water, more leaves, and more food.

Workers' Conference

Consider together the following questions as an aid in strengthening your work:

1. Are the children learning to sing the songs as we sing them from day to day? What can we do to make the songs more meaningful?

2. Are the children establishing desirable habits and attitudes in relation to the routine phases of each day's session: going to the toilet, washing hands, eating, and resting? Is there anything that we can do to help that we are not already doing?

Make specific preparation for tomorrow as follows:

1. Study plans for Session 20.

2. Begin to plan for the picnic for or with the primary children if you are going to have one.

3. Check to see if plans have been made for the care of the rabbit—or other pet—over the week-end.

SESSION 20

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Water the flowers, and fill the bird bath. Clean out the rabbit's house. Then feed and water him, and get fresh grass and leaves for his bed. If you find a bumblebee among the clovers, stop and watch it. Notice its coloring, the way it flies, and the way it gets honey from the flower. Perhaps you may

even see some pollen on its fur. Talk about the way the bee drops pollen from one plant on another, thus helping the plants to make seed. Sing "Clover Blossoms." If you have another pet, take care of it.

2. *Free Play.* Let every child choose his own activity. Some will wish to watch the pet, some may finish work on their furniture, some may want to draw, and others may look at pictures or picture books. Perhaps some child will wish to show to his friends a flower, a nest, a cobweb, or other interesting thing that he discovered near the church. If there is an abundance of flowers, they may be arranged in vases and shared with another group in vacation school. After the children have been together for several weeks, they should be able to plan and carry out profitable activities without much direction from teachers.

3. *Conversation, Play, Drawing, and Worship.* Place the cooperative picture of homes where all can see it. Examine and talk about each kind of home and how it fits the needs of the creatures building or living in it. See if there are other homes that need to be added, and add them. Several children can draw at the same time. Sing "Homes" and repeat, using "father," and thank God for homes for all, but especially for the children's homes. Play toads hopping home, birds flying to their nests, rabbits running home, and human mothers rocking their babies to sleep while they sing "Go to Sleep, My Baby." Thank God again for homes: "God, we are glad for homes, homes for toads, ... (Pause to let the children enumerate. Close with a reference to the children's own homes.) Help us to be good helpers at home."

4. *Going to Toilet and Washing Hands.*

5. *Lunch.*

6. *Rest.*

7. *Play.* Play a group game, such as "I Saw," "Ring-Around-Rosie," or "Roll the Ball."

8. *Story, Play, and Planning.* Open the door to bunny's house. Retell "Bunny Cottontail," or another story chosen by the children. If all the group did not see the bumblebee, ask those who saw him to tell the others about him. Look at the flowers in window boxes or vases to see if you can see the pollen in them. Use a small magnifying glass if you have one. Sing "Clover Blos-

soms." Sing it again and dramatize it by letting some children be clover blossoms, some bees getting honey from the clovers, and some children who are walking carefully through the fields. Sing the second stanza of "Thank You, Loving Father." Then express thanks to God in your own words for flowers and bees.

Consider how the rabbit—or other pet—can be taken care of over the week-end. If possible, mention two practical ways, and let the children choose. Put fresh water, leaves, and food in the hutch if they are needed.

Sing "Thanks" for a happy day.

Workers' Conference

It is time now to take stock of what has been done during the entire vacation school and to make definite plans for the closing. Confer concerning activities begun which have not been carried far enough to give the children a sense of satisfaction in achievement or completion. Consider how these activities may be taken to a satisfactory close with the maximum of child participation and the minimum of adult activity.

See that the pet is sent away for the week-end or provision is made for its care at the church during the week-end, according to the plan agreed upon by children and workers.

Put away materials and get the room in order for the Sunday session.

Read suggested plans for Session 21. Decide on homes to be visited if possible during the next week-day session.

SESSION 21

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Feed and water the rabbit. Then gather leaves and grass for its bed and food. Water the flowers, and fill the bird bath. Gather flowers for the vases.

2. *Homes for All.* Go on a trip to see the homes of little creatures. Workers may have already located one or more, and

others may be discovered en route. In a down-town church, a visit may be made to a park, especially to see squirrels, but may include, also, ants, a butterfly, and water lilies. If the trip takes the group through a garden or field, a snail, a cocoon, a swimming bug, a butterfly, a caterpillar, a woodpecker, a tree frog, or other equally interesting wee creature may be seen. Make the most of every opportunity. If you are familiar with the wee creature, help the children discover as much about its home and habits as they can from observation; then tell them a few other significant facts about its way of living. If you know little about it, you can at least join with the children in watching it, and you will be almost sure to find something to excite wonder or appreciation—its coloring, its movements, its home.

The snail, like the turtle, carries his house on his back and withdraws within on various occasions. He has only one foot, which is the entire lower side of his body, but with it he can crawl with surprising speed and can ascend or descend even a glass surface without falling. If you find a snail and the children would like to take him back to the church, they can very easily make a snailery. They need only to put a little soil, some moss or leaves, and a small, shallow dish of water in the bottom of a glass jar. The moss and soil must be kept moist. The snail should be placed gently on the moist dirt or moss and given fresh leaves or pulpy fruit daily. A piece of cheesecloth may be fastened over the top of the jar with a rubber band to prevent Mr. Snail from escaping.

If you see a butterfly, sing "Butterfly Flitting By" several times. Explain to the children that the butterfly is laying her eggs on the plants as well as getting a little food from the flowers. Notice how she flits from one plant to another. Notice carefully the color of her wings and the flowers that she seems to like best.

For suggestions concerning the observation of a spider web, a mud dauber's nest, and the homes of other wee creatures, see Session 17.

3. *Going to Toilet and Washing Hands.*

4. *Lunch.*

5. *Rest.*

6. *Play.* Play "Chickens and Hawk" or have free play on the playground.

7. *Drawing and Planning.* Get out the co-operative picture of homes and examine it. As you look at the homes of various creatures, talk about them and recall recent experiences with them. See if there are other homes observed on today's trip that any of the children would like to add. After the drawing has been completed, help the children decide what they will call it. Perhaps the title will be simply "Homes for All." An adult helper may write the title agreed upon across the top of the picture. Then, if the children wish to put under every drawing the name of the home represented, several workers may do the writing while the children dictate.

Tell the story, "When Boxy Moved." Ask if anyone would like to add Boxy's home to the picture of homes. Sing "Homes," including both mother and father. Thank God again for homes for birds, fishes, rabbits, turtles, but especially for "our homes with our fathers and mothers."

A few minutes before time to go home, ask the children if they would like to have a picnic tomorrow with the primary group. If they say, "Yes," help them select a committee to go at once to tell the primary group their answer. (Since beginners have difficulty planning and carrying out a picnic for older children, a co-operative picnic planned by both groups may be wise.)

Before you leave, see that the rabbit—or other pet—has sufficient food and water.

Workers' Conference

Study plans for Session 22, and quickly scan plans for the remaining sessions. Decide, in general, what you will do on the last day. Consider such practical questions as the following:

1. Shall we remain in our own room or outdoor space, or shall we meet with other groups in the school?

2. Shall we invite visitors? If so, whom?

3. How can we most effectively share with these guests the best, most interesting things that we have done during vacation school?

Make any additional plans needed for the picnic with the primary children. If possible, arrange for someone to take a kodak and films to the picnic.

SESSION 22

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Naturally, the care of pets and plants becomes a daily activity. If you have a rabbit, it must be fed, watered, and given fresh grass. Fresh leaves or pulpy fruit must be placed in the jar for the snail if one was brought back from the trip yesterday. Do not consider these activities necessary but unimportant responsibilities to be disposed of as quickly as possible. They are as important as any other phase of the program could possibly be, for through them children are learning kindness, helpfulness, dependability, and other attitudes and habits fundamental not only to this teaching unit, but to the entire program of Christian education. Give the children time for observation, questioning, thinking, and seeming idling, because it is from this unhurried, absorbing busyness that wonder, appreciation, and oneness with life grow. At appropriate moments sing "Homes," "Glad Song," "Butterfly Flitting By," or "Clover Blossoms."

While the bird bath and the flowers are receiving their share of care, you may wish to sing "Thank You, Loving Father" or "The Rain."

2. *Finishing Work and Cleaning House.* This will be an appropriate time for the children to complete unfinished work. Some may need to work on unfinished pieces of furniture, either building or painting. Pictures and drawings may be examined, enjoyed, and assorted. Then the playhouse may be cleaned and straightened, and the cabinet for supplies overhauled and put in order. Under happy guidance, beginner children enjoy cleaning up as much as entering into a new activity.

3. *Planning for the Picnic.* If arrangements have been made with the primary group for a picnic during the latter part of the morning, the beginner children will need a few minutes to plan. They should decide what they will do to help everyone have a

happy time. Unless the workers got in touch with the parents on the previous afternoon, the children could not contribute to the lunch; so the arrangements for food must devolve on the workers, although the children may assist in the last-minute preparation. A simple but wholesome lunch should be planned—perhaps sandwiches, orange juice or lemonade, and fruit—and both groups may help. If the proposed menu includes a fruit drink, the beginners can help squeeze the oranges or lemons, and add the sugar.

It is not necessary to use the entire session for the picnic. In most situations an hour for the picnic proper will be sufficient, since it may well take place on the church lawn or at other nearby place.

Everyone should lie down and rest a few minutes and then go to the toilet before the picnic begins.

4. *The Picnic.* Help the beginners to greet their friends and go with them to the picnic site. Both primary and beginner children may assist in carrying the lunch. After the lunch has been safely deposited, play or other activities as agreed upon by children and teachers may be carried out. The beginners may wish to have the older children teach them to play a game that they like, or the entire group may divide into smaller groups and go out on scouting parties to see what interesting treasures they can find to bring back to share with the others and then to place in their nature collections in vacation school—old birds' nests, old wasps' nests, rocks, and the like. While they are away, one worker and a few children may spread the picnic lunch.

For grace sing "Thanks." Sing it two or three times so that the primary children can learn it well enough to sing it with the beginners. Help all the children take turns and try to make their friends enjoy the picnic.

If time permits, one of the primary teachers may tell a story, or the primary children may sing some song that they particularly enjoy. Otherwise, as soon as the remains of the repast have been cleared away, the entire group may sing one or two songs and then start homeward. If someone has a kodak, take pictures of the group.

Workers' Conference

Concerning the experiences of the day, ask the following questions:

1. Are there any evidences that the children are enjoying working with God in caring for flowers and little creatures? What are they?

2. Are they growing in ability to work and play together happily and helpfully? Give specific instances.

3. Are they reasonably thoughtful of their friends at a picnic? Give illustrations. What children need special help in this respect?

As you study plans for Session 23 and adapt them to your own situation, consider, also, plans for the closing session. Discuss the things that the children have made or done during vacation school that you think would be most interesting to their parents. Check to see how much of their handiwork is available for display. Arrange to have writing materials ready tomorrow so that the invitations may be written.

TEACHING UNIT FOUR: SHARING WITH FATHER AND MOTHER

SESSIONS 23-25

Purpose of This Unit

What We Hope Each Child Will Think and Feel: I love my mother and father. I like to make them happy.

What We Hope Each Child Will Do: Thank God for mother and father; try to make them happy.

Materials Needed for This Unit

Flowers, pets, pictures, and other materials used in previous sessions of the vacation school.

Cards or writing paper for invitations.

Plain or cream-colored napkins, or tan wrapping paper from which to make napkins; supplies for simple refreshments for the party for parents—perhaps lemons, oranges, and animal crackers.

Colored construction paper, or plain drawing paper and crayons; paper clips or small safety pins; cut flowers.

Kodak pictures of the children.

Poems used in previous sessions of the vacation school.

Pictures: "Bringing Water from the Well," by Hole, or other picture of Jesus when he was a little boy; other pictures used in previous sessions of the vacation school.

Songs: Songs used in previous sessions of the vacation school.

Stories: "When Jesus Was a Little Boy"; other stories used in previous sessions of the vacation school.

Materials for rest period, lunch, and washing hands. (See pages 15-17.)

SESSION 23

Arrangement of Materials

Place a mounted copy of "Bringing Water from the Well," by Hole, or other picture of Jesus when he was a little boy, and

other pictures of Jesus in positions where the children will see them as they work and play.

Teaching Plans

1. *Routine Activities.* Take care of the pets, the flowers, and the bird bath, as usual. The snail aquarium will need fresh water. Take plenty of time to observe and enjoy the rabbit. When doors can be kept shut, open bunny's house and let him come out and hop around if he so desires.

2. *Song, Story, and Worship.* Sing "Go to Sleep, My Baby," and play rocking the baby to sleep. Continue the dramatic play by being, in succession, toads hopping to their home under a cool rock, birds flying to their nests, and turtles walking slowly to their home in the cool, soft mud. Sing "Homes." Thank the loving Father in a spoken prayer, also, for homes for toads, birds, chickens, turtles, snails, and everything, but especially "our" homes with mother and father.

Talk about the way the children have been helping take care of the rabbit, or other pet, and the flowers, and say that what they have been doing makes you think about another little boy who was always helping his mother, father, and everybody. Retell the story "When Jesus Was a Little Boy," encouraging the children to help you tell it. Discuss ways Jesus helped at home, and encourage the children to tell how they help mother and father. Play the game of helping—that is, let one child represent in pantomime something that he does at home to help, and let the other children guess what he is doing. Talk to the loving Father again about mothers and fathers: "We thank you, God, for giving us our mothers and fathers. We want to help them every day. Amen."

3. *Planning a Party for Mother and Father.* Lead the children to recall the fun that they had at the picnic yesterday. Then ask them if they would like to have a party for their mothers and fathers on Friday, the last day of vacation school. Help them decide what they will say in the invitation. When the wording has been agreed upon, dictate it and let all the helpers begin making copies. Children who can print or write may be encouraged to write their own names on the bottom of the invitations that they will take home. Every child may draw a picture on

the back of his invitation—a flower, a bird, a birds' nest, a garden, a rabbit, or anything else that suggests something nice that he has done in vacation school.

The invitation may be very simple:

> *Dear Mr. and Mrs. ——:*
>
> Will you come to our party next Friday morning at ten o'clock? We want to tell you about some of the nice things we have done in vacation school.
>
> THE BEGINNER DEPARTMENT.

4. *Going to Toilet and Washing Hands.*
5. *Lunch.*
6. *Rest.*
7. *Play.* Play any games that the children select, or let them play house, or have free play on the playground.
8. *Making Napkins.* If plain white or cream napkins have been secured, each child may take three and draw something pretty in the corner of each, probably a flower. When the drawing has been completed, a worker may show the children how to fold their napkins.

If paper napkins cannot be purchased, they may be made from squares of tan wrapping paper, and decorated.

When all napkins, finished and unfinished, have been carefully put away, have a closing prayer: "God, we love our mothers and fathers. Help us have a party that will make them happy. Amen."

Workers' Conference

Make final decisions concerning the closing session: activities that would be most appropriate; refreshments, if any; gifts, if any. Re-read plans for Session 24, and see if all necessary materials are available. Arrange to have enough kodak pictures developed for every child to have one.

SESSION 24

Arrangement of Materials

Same as for previous session.

Teaching Plans

1. *Routine Activities.* Feed the snail. Feed and water the rabbit or other pet. Clean out his house and give him a fresh bed. Then water the flowers and fill the bird bath.

2. *Worship.* Sing "Glad Song" for flowers or some other object in which the children seem to be interested. Ask different children to name things that they are glad about today. As each object is named, sing an appropriate song: "The Rain" for rain or water, "Clover Blossoms" for clovers, "Butterfly Flitting By" for butterflies, "Homes" for homes, "Jesus Loved the Flowers" for Jesus or flowers, and the suitable stanza of "Thank You, Loving Father" for trees, clouds, flowers, sun, shadows, or everything. Dramatize "Clover Blossoms" when it is sung. Say thank you to God as follows: "Loving Father, we are glad today for our petunias, for our bunny, for ——, ——, ——. We thank you for planning so many nice things in the world. Amen." Pause slightly after each item named in the prayer so as to give the children an opportunity to name the things for which they are thankful. If they do not respond spontaneously, name the objects yourself.

3. *Preparing for the Party.* Ask the children what mother and daddy said when they received their invitation to the party. Then help the group plan what they will do at the party. This will probably include:

(*a*) Selecting songs they will sing.

(*b*) Selecting a story they would like to have retold.

(*c*) Selecting the stories or songs they wish to dramatize—for example, little toads hopping home, or "Go to Sleep, My Baby."

(*d*) Choosing pictures that they would like to have on display.

(*e*) Deciding on other things that they want to show—for example, the playhouse and furniture, the rabbit, the snail, the bird bath, the flower garden or boxes, co-operative picture of a garden or of homes, day-and-night book, vases, the prism, nature objects collected. Write down the names of the children who will be responsible for showing each object or group of objects to the guests.

(*f*) Deciding on refreshments to be served. These should be

simple—perhaps lemonade or fruit punch and animal crackers. A committee may be appointed to buy the supplies. This committee may do its purchasing immediately or may wait until the session is over.

When the planning is over, the job of physical preparation may begin. The playhouse must be cleaned and put in order. Everything that will not be used any more must be thrown away or put up. All the things that are to be shown to the parents must be cleaned and prepared for display. Do as much of this work as time permits.

4. *Going to Toilet and Washing Hands.*

5. *Lunch.*

6. *Rest.*

7. *Play.* Let the children select the games to be played, or have free play on the playground.

8. *Surprises.* Talk about the favors, or surprise gifts, often presented to guests at a party, and help the children plan surprise gifts for their mothers and fathers. A simple yet pretty gift is a cornucopia-shaped flower container made by rolling a sheet of 9x12-inch drawing paper or construction paper into the shape of a horn of plenty and fastening it together with a paper clip or a small safety pin. Bright-colored paper may be used, or manila paper may be decorated with a crayon drawing before it is rolled. Every child should make two cornucopias so that there will be enough for both mother and father.

If all the napkins were not decorated and folded during the last session, they should be completed today.

In the closing prayer thank God for mothers and fathers, and ask his help in making them happy tomorrow. Then sing "Thanks" for a happy day.

As the children leave, remind them to bring flowers tomorrow if possible.

Workers' Conference

Check over the plans made by the children for tomorrow. Remember that, since it is their party, plans suggested for Session 25 must be adapted or discarded in order to bring all activities of the session into harmony with the plans made by the children

themselves. Arrange to have the kodak pictures ready tomorrow—one for every child.

SESSION 25

Arrangement of Materials

As the children left it yesterday.

Teaching Plans

1. *Preparing for the Party.* As the children arrive, let them help get ready for the party by doing the things they decided on yesterday. These will include:

Placing in water the flowers that they brought, ready for the cornucopia baskets later.

Gathering flowers and arranging them in baskets and vases.

Feeding the pets and making them comfortable, as usual.

Filling the bird bath.

Putting the playhouse in order.

Arranging the pictures, books, and other objects for the guests to see.

Preparing the refreshments.

When these activities have been completed, call the entire group together for worship and further planning. Express thanks to God for mothers and fathers and for the happy times in vacation school. Tell him, for the children, how glad you are that you can have a party for your fathers and mothers, and ask him to help you make everyone have a happy time at the party. Sing two or three songs that the children select, probably ones that they have planned to sing later to the guests.

Read the list of things that the group decided yesterday that they would do at the party: the songs they would sing, the story they would have told, the stories or songs they would dramatize, and the treasures they would display, together with the names of the children who agreed to be responsible for showing each treasure or group of treasures. Then discuss the way you will meet the visitors and what you will say to them. Dramatize meeting a guest.

As a surprise, show the children the kodak pictures of them-

selves. After they have enjoyed them, ask them if they would like to give one to their parents as a surprise today. Put the pictures away where they will not be seen by the guests until you are ready to present them.

If guests arrive early, make them comfortable and let them begin to look at the books, drawings, or nature treasures, but do not let them see or hear about the kodak pictures.

Help the children decide what they will do with the pets and the playhouse and furniture when vacation school closes.

2. *Going to Toilet and Washing Hands.*

3. *Rest.* The lunch period should be omitted, since refreshments will be served later, but the children should go to the toilet and rest as usual. Do not let the presence of a few parents change this plan, for this is a strenuous day for the children, and, hence, they need the rest. Most parents will be interested in the rest period.

4. *The Party.* Carry out plans agreed upon. Probably the surprise gifts—the kodak pictures and cornucopia baskets of flowers—will be presented just before the guests are ready to go home. "Jesus Loved the Flowers" may be sung when the flowers are presented. Every guest should receive flowers, but only one picture need be given to each family.

As the party draws to a close, tell the guests about the song, "Thanks," which the children have sung during vacation school as grace before lunch and as a general thank-you to God for a happy day. Ask the guests if they would like to sing it now with the children. Sing it two or three times, all together. Then talk to God simply and naturally in a spoken prayer. Thank him for the joy you have had at the party and for all the happy times you have had in vacation school. Thank him, also, for all the beautiful things that he has put in the world, and ask him to help each one remember to help as Jesus helped.

Workers' Conference

Now that the vacation school is over, you can evaluate the results of all the days spent together. Recall your objectives for the school—that is, what you hoped each child would think, feel, and do. To what extent have you attained these? Are the chil-

dren friendlier, happier, and more thoughtful of others? Do they love the Father more and understand his ways of working in the world better because of their experiences during these days together? And have they found joy in helping God take care of flowers, animals, and people?

Has the school, likewise, been a time of growth for each worker? Has your understanding of little children increased? Have you grown in ability to guide and enrich their living? Have you found new joy in being a co-worker with God?

It is very important that you make plans to conserve the values of the vacation school. See that new children who have attended vacation school are brought into the Sunday sessions if they are not members of another church in the community. Use in the Sunday sessions the songs, stories, pictures, and other materials enjoyed in vacation school, and continue the interests and activities thus begun. If possible, arrange to have occasional or regular week-day meetings for the beginner children throughout the year.

Set a time when all workers with beginners in the vacation school will meet to write up a report of the school, or delegate this responsibility to one person or a committee.

Arrange to return all borrowed articles immediately. Then put away all materials belonging to the school, and leave outdoor space, room, and equipment in proper condition for the Sunday session.

STORIES

Better Than a Long-Nosed Clown

"I wish I were a clown like Long-Nose Tom," said Peter.

For four days Peter and Uncle Jim had played the wishing game, and for four days Peter had wished the same wish, "I wish I were a clown like Long-Nose Tom." Long-Nose Tom was a clown in the store where Peter and Uncle Jim went to buy Peter a new blue suit. Long-Nose Tom had a nose a foot long, and he could wiggle it in such a funny way that Peter laughed even when he thought about it. Uncle Jim said the nose was just pasted on Long-Nose Tom's face. Uncle Jim pasted a long paper nose on Peter's face, but that was not the same. Besides, Long-Nose Tom could wiggle his ears like a rabbit, could make funny noises with his mouth, and could hop exactly like a frog.

"I wish I were a clown like Long-Nose Tom," said Peter again.

Uncle Jim looked thoughtful. Then he spoke very slowly: "I . . . . wish . . . . I . . . . were . . . . a. . . . little boy five years old . . . . named Peter, ... who has ——" Uncle Jim leaned over and whispered something in Peter's ear. Peter's eyes opened wide in surprise.

"Why, Uncle Jim, that isn't half as nice as being Long-Nose Tom," Peter said. "Why do you wish you were me with a ——?"

"Sh-sh-sh!" said Uncle Jim. "That's a secret. Long-Nose Tom makes people laugh because he looks so funny. There are other things that make people smile because they are happy. I would rather make people smile because they are happy."

Just then Mother passed through the room, going upstairs. Mr. and Mrs. Brown were coming for dinner, and Mother had been setting the table. Now Baby Ann was crying again; so Mother had to stop to take care of her. Mother wasn't cross, but her face looked tired. Around the corners of her mouth were little turned-down wrinkles instead of the smile that Peter liked to see there. Uncle Jim winked at Peter. Then he got up and started outdoors. When Uncle Jim winked, that was a sign that

he was thinking of something nice to do. Peter got up quickly and followed Uncle Jim into the yard.

At the end of the porch Peter had a bed of petunias.* He had planted them and watered them himself until they bloomed; so they were really *his* petunias. Quickly Peter and Uncle Jim picked some of the pretty pink flowers and arranged them in a blue bowl in the middle of the dining table.

Mr. and Mrs. Brown had arrived when Baby Ann stopped crying, so Mother could come downstairs. Mother spoke to Mr. and Mrs. Brown. Then she saw the pretty pink petunias in the blue bowl in the middle of the dining table. All the little tired lines left Mother's face, and she began to smile her brightest smile.

"Somebody has planned a nice surprise," Mother said as she looked at Peter and Uncle Jim. "Thank you." Then she smiled again.

When Mr. and Mrs. Brown saw the pretty pink petunias in the blue bowl, they smiled, too. Mr. Brown said that he liked pink petunias best of all the flowers because they seemed always to be happy.

"If it is hot or if it is cold, if they are planted in the garden or if they are just in a box, petunias always bloom," Mr. Brown said. "And pink petunias are the happiest-looking petunias of all."

Mother smiled, and Uncle Jim smiled, and Peter smiled, and everybody smiled.

"Peter, will you give me one of the petunia plants to take to a little girl whom I know?" Mrs. Brown asked. "Margaret is six years old, but she cannot run and play as you do. Her legs were so crooked when she was a baby that she could not learn to walk. The doctor straightened her legs, but it will be a long, long time before Margaret can run and play. Every time she sees a flower she smiles. If you will send her a petunia plant, we can plant it in a little box in her room. Then every time a flower blooms she will be happy."

"I will send her six," said Peter.

When dinner was over, Mr. and Mrs. Brown went into the

*If the children are not familiar with petunias, substitute some other flower that children in the community often raise.

living-room to talk with Mother. Peter and Uncle Jim found a small, green, wooden box in the pantry. Peter made holes in the bottom of the box with a hammer and a big nail. Uncle Jim and Peter filled the box with dirt from the garden. Then very carefully they dug up some petunia plants from Peter's flower bed—one, two, three, four, five, six—and planted them in the box. Every plant had a pretty pink flower on it.

"Won't Margaret be glad when she sees all these flowers!" said Uncle Jim. "She will smile and smile and smile."

"Let's play the wishing game," said Uncle Jim as he and Peter sat on the front steps watching Mr. and Mrs. Brown go down the street carrying the box of petunias for Margaret. "Peter, your turn first."

Peter thought a minute. "I wish I were . . . . a little boy five years old named Peter . . . . who has a bed of pink petunias," Peter said.

"Yes, that is nicer than being a clown with a long nose, isn't it?" said Uncle Jim. "And . . . . I . . . . wish . . . . I . . . . were ——"

But there! you will have to guess what Uncle Jim wished, for he whispered it in Peter's ear and I could not hear. Anyway, it must have been something nice, for Uncle Jim winked at Peter just like this, and Peter winked back at Uncle Jim just like this (a very pronounced wink).

Carrying the Rain

"Mother, why doesn't God make it rain?" Billy asked. "All my pansies are dying. Daddy says they need a drink."

Mother put down her sewing and looked at Billy. "God always does his part in sending rain," she said. "Perhaps you and Daddy and I have not been helping."

"Why, Mother, you know we can't make it rain," said Billy.

"No," replied Mother, "we can't make it rain, but you can help by carrying the rain. God sends much water into the world. Some of it is in the rivers and the seas. Some of it soaks into the ground after a rain, and people build wells and pump it up. Some of it we catch in cisterns and in big tanks. God sends

plenty of water for all the people and all the flowers to have a drink, but sometimes we must help by carrying some of the rain to places where it is dry. Come and see."

From a shelf in the kitchen Mother took down a little green can with a spout on it like the spout on a teakettle.

"See," said Mother, "this is a sprinkler. If you will put water in it and hold it up like this, tiny drops of water will fall through these little holes in the spout just like drops of rain. Now, if you will fill it with water, you can carry the rain to the pansies."

"O Mother, may I?" said Billy. "That will be fun."

Billy filled the little green sprinkler with water and carried it carefully out into the yard where the pansies grew. All the little pansies were drooping their heads because they were so thirsty. Billy held the sprinkler up like this, and little drops of rain began to fall *pitter, patter, pitter, patter* all over the pansies. Soon the sprinkler was empty.

"Oh, Mother," said Billy,

"It is so much fun to carry the rain
That I think I will go and carry it again."

Billy went running back into the house to get more water to pour on the pansies. Whenever the little green sprinkler became empty, he quickly filled it again until every pansy had had a drink.

"Look here, Billy," said Mother. "This little yellow pansy was so glad to get a drink that she has already lifted her face to smile at you. That is her way of saying 'Thank you.'"

"Oh, it is fun to carry the rain," said Billy. "Every day I will carry it again."

Helping the Mocking Birds

"Mother, Mother, come here," cried Bobbie.

Mother walked quickly into the yard where Bobbie was playing.

"Look, Mother," said Bobbie. "What is the matter with the bird?"

Under an orange tree about ten feet in front of Mother a mocking bird was screaming and scolding. On the ground lay a big, black snake. Suddenly the mocking bird dived down and pecked

with his sharp beak at something on the ground. Again and again he pecked. By and by a snake wriggled away through the grass and crawled into a hole under the sidewalk. For a minute or two the mocking bird scolded. Then he flew away to the garden.

"The mocking bird must have been fighting the snake because she was afraid he was going to steal her eggs or hurt the baby birds," said Mother. "Let's see if we can find the nest. Perhaps it is in the orange tree."

And sure enough, there it was between two branches of the orange tree no higher than Mother's head.

"Let me see," said Bobbie. Carefully Mother lifted him up so that he could look down into the nest. It was a pretty nest made of grasses and weeds interlaced. Inside it was lined with soft, white cotton. And down in the bottom of the nest were four greenish eggs!

"May I have one, Mother?" asked Bobbie.

"No," replied Mother, "we must not be like the big, black snake and try to steal the mocking birds' eggs. Mother and father bird want to have some babies, you know. By and by out of each little egg will come a wee, baby mocking bird. Won't it be fun to watch them?"

Mother and Bobbie went away, but every morning after breakfast they went out into the yard and looked at the nest. Mother mocking bird sat on the nest while father bird sang to her or flew back and forth to the nest with a worm or a berry in his beak for mother bird to eat. Then one morning when Mother lifted Bobbie up to look into the nest, there were four baby mocking birds with their mouths wide open waiting for their breakfast. Quickly Mother put Bobbie down on the ground.

"Let's hurry over near the porch," said Mother, "for there comes father bird with the babies' breakfast."

Mother was right. By the time she and Bobbie reached the end of the porch, there came father mocking bird with a big, fat bug in his mouth. He flew straight to the nest and dropped the bug into the mouth of a baby bird. Then he flew away to the garden again.

"But, Mother," said Bobbie, "he gave all the breakfast to one little bird; the others didn't have any."

"Wait," replied Mother, "and you will soon see father or mother bird come with breakfast for the other babies, too."

Mother and Bobbie waited a long time. Then mother bird came with a blackberry and father bird with a bug, which they dropped into the open mouths of two baby birds.

"But, Mother," said Bobbie, "it will take so long for them to give all the baby birds enough breakfast. See, the baby birds are still crying because they are hungry. Can't I give them some bread?"

"They would rather have berries," answered Mother. "You may throw some blackberries under the tree so that mother and father bird won't have to fly so far to hunt for the breakfast."

Bobbie ran quickly and threw a cupful of berries under the orange tree. Then he went back to the porch to watch.

As soon as father and mother bird came, they spied the berries and began to feed them to the baby birds in the nest. Bobbie laughed every time a berry was dropped into an open mouth. They were such hungry little birds!

By and by mother bird settled down on the nest and father bird flew to a tree near by and began to sing.

"Listen," said Mother, "he is singing a thank-you song for the berries. Often he has to work so hard all day feeding the baby birds that he doesn't have time to sing until night comes. Aren't we glad that we gave him some berries for the baby birds so that now he has time to sing?"

"Yes, Mother," said Bobbie slowly, "and I will help him every day, give him heaps and heaps of berries—a hundred seventeen."

And he did, too!

Out and In

"Tsip, tsip . . . . tsip, tsip . . . . tsip, tsip!"

Betty stopped her play with her dolls.

"Tsip, tsip . . . . tsip, tsip . . . . TSIP, TSIP!"

Betty ran quickly to the end of the porch. There on the ground beneath the holly tree two cardinals, or redbirds, were flying frantically up and down, up and down, giving that sharp, excited cry, "Tsip, tsip . . . . tsip, tsip . . . . TSIP, TSIP!"

"They must be father and mother bird," thought Betty, "because one is bright red and the other a duller color. What is the matter, pretty redbirds?" she asked. "What are you fussing about?"

"TSIP, TSIP . . . . TSIP, TSIP . . . . TSIP, TSIP," cried the cardinals louder than before.

When Betty started toward them, father and mother bird flew at her head as if they were going to peck her. Betty ran quickly back to the porch. Then she saw the cause of the trouble. On the ground was a wee baby bird.

"It must have fallen out of the nest," said Betty. "It looks frightened, and it doesn't know how to fly. Poor little bird."

"Tsip, tsip . . . . tsip, tsip . . . . tsip, tsip!" Father and mother bird flew upon a low branch of the holly tree and then down to the ground again. They seemed to be trying to coax the baby bird to fly into the tree, but he just fluffed his little dark feathers and cheeped pitifully.

"He can't fly," cried Betty, "he is too little." Then she opened the door and ran into the house. "Mother," she called, "a little baby bird has fallen out of its nest."

Mother left her sewing and hurried out on the porch with Betty.

"Why, it is a cardinal," said Mother. "We must find its nest. Redbirds never build their nests very high, you know."

Mother and Betty looked carefully in the trees. Finally on a branch of the holly tree they saw a nest built of twigs and coarse grass.

"That must be the nest," Mother said. "Listen and you can hear the other baby birds cheeping. They are frightened because they hear father and mother bird crying. Come, we must put the baby bird back in his nest. He is too little to fly. Can you pick him up?"

"The birds will peck me, Mother," replied Betty.

"No, they won't," Mother answered. "I will go with you. Father and mother bird are just afraid that you will hurt their baby. They don't know that you are their friend."

Mother went with Betty while she caught the baby bird. It was so frightened that it trembled in her hands when she tried to hold it.

"TSIP, TSIP . . . . TSIP, TSIP . . . . TSIP, TSIP!" cried father and

mother bird as if they were saying, "Don't hurt our baby, don't hurt our baby, don't hurt our baby!"

"Can you climb up into the tree if I hold the bird?" asked Mother.

"I will try," said Betty.

Again and again Betty tried to climb the tree, but every time her feet slipped and she slid back to the ground.

"Perhaps we could use the stepladder from the kitchen," suggested Mother.

"Tsip, tsip . . . . tsip, tsip . . . . tsip, tsip," cried father and mother bird.

As quickly as possible Mother and Betty brought the stepladder from the kitchen and placed it firmly on the ground under the nest. While Mother held the baby bird, Betty walked carefully up the ladder *step* . . . . *step* . . . . *step* until she was standing on the platform at the top. Then Mother handed her the baby bird.

"TSIP, TSIP . . . . TSIP, TSIP!" cried father and mother bird as they flew over Betty's head, but Betty was not afraid, because Mother was standing beside the ladder. Carefully Betty reached up and laid the baby bird gently in the nest with his three little brothers. Then she came *step* . . . . *step* . . . . *step* down the ladder again.

Father and mother bird hovered over the nest to see if their baby was all right. Then mother bird settled down on the nest and cuddled all four of the babies under her wings. When father bird saw that all his family were safe and happy again, he flew to the top of a tree near by and began to sing: "Tor-re'-do, tor-re'-do, tor-re'-do, ... che'pew, che'pew, we'-woo, we'-woo." Then as if not satisfied with his song of joy, he tried another tune: "Bird-ie, bird-ie, bird-ie; tschew, tschew, tschew."

"Pretty thing!" said Betty. "He is trying to say 'Thank you,' isn't he, Mother?"

"Bird-ie, bird-ie, bird-ie," answered father cardinal from his perch in the top of the tree, "tschew, tschew, tschew."

Taking Care of Baby Birds

James and Daddy saw the bluebirds as soon as they came to the orchard. They watched them as they flew from tree to tree singing "tru-al-ly, tru-al-ly." Then one day they saw father and mother bluebird fly in and out of a hole in an apple tree as if they were examining it.

"Look," said Daddy; "I think the bluebirds will build their nest in the hole in that apple tree."

And Daddy was right. James watched father and mother bird carry soft grasses in their beaks and then disappear into the hole in the tree. The hole was too high for James to see inside, but he knew they must be making a nest. One day Daddy lifted James up so that he could peep inside the hole and see the three bluish white eggs in the nest. Days passed. Then one morning Daddy said: "James, there are baby bluebirds in the nest. Come and see."

James was so excited that he wanted to reach inside the hole and take out one of the baby birds.

"No," said Daddy, "birds are such wee things we must help God take care of them."

James never tried to touch the little bluebirds again, but he often stayed for hours watching mother bird carry berries and bugs to her babies. One day when he went out to play, he saw a big gray cat crouching on a branch of the apple tree, looking up at the hole where the bluebirds lived.

"Go away, cat," he cried. "Go away."

The cat quickly scampered down and ran away. James was afraid that the cat would come back and hurt the baby birds if he left; so he played in the orchard all the afternoon. When Daddy came home from the office, he was still in the orchard.

"Daddy, a big gray cat was trying to catch our baby bluebirds," James said. "He was already in the tree, but I ran him away. Will he come back tonight?"

"Yes, if he saw the nest, he will be likely to return," answered Daddy. "We must do something to keep him away. Come with me."

Daddy and James went to the shop. There got a hammer and some staples, or large tacks. Then they went to the barn. In

the barn loft they got some barbed wire. Barbed wire is wire that has sharp points, or barbs, on it that stick into anything that touches them. Daddy carried the barbed wire very carefully so that the sharp points, or barbs, would not tear his hand. They borrowed Mother's ladder from the kitchen. Then they went back to the orchard. James stood on the ladder and held one end of the wire against the tree while Daddy nailed it. Daddy used short staples so he would not hurt the tree. Round and round the tree he wound the wire. *Bang, bang, bang,* went his hammer.

"Now the baby bluebirds will be safe," Daddy said. "Mr. Gray Cat can't climb the tree any more. Everywhere he wants to step will be a sharp barb that will stick into his foot and make him go back to the ground."

James climbed down the ladder. Then he took the hammer. Daddy carried the ladder. *Step . . . . step . . . . step* went Daddy. *Step, step, step, step* went James behind him.

"Tru-al-ly, tru-al-ly," sang father bluebird in the apple tree.

"Daddy was kind to fix the tree so the cat can't get the baby birds," James thought. "I am glad I helped."

Welcoming Jesus

"Father has been away a long time," said Martha. "I wish he would come home."

"Perhaps he has been talking to Jesus," said Joel. "Mother heard that Jesus was coming to our city today."

"Oh, don't you wish that we could see him again!" cried Thomas. "I think often of what he said about the birds and the flowers."

Just then the children saw a crowd of people collecting in the street. Father Samuel was standing in the middle, talking. He seemed to be telling some exciting news. Joel pushed his way into the crowd so that he could hear.

"Yes," said Father Samuel, "Jesus is coming this way. Soon he will be riding down this very street. Let us give him a happy welcome."

Joel did not wait to hear more, but ran quickly back to where the other children were waiting for the news.

"He is coming, he is coming," cried Joel. "Jesus is coming down this very street. What can we do to welcome him?"

"We might scatter flowers along the street in front of him," said Martha, "as people do for a king. Jesus likes flowers, for he told us that God, the Father, made the birds and the flowers. Do you remember?"

"Yes," said Joel. "We must get the prettiest flowers we can find."

Here and there the children ran, gathering flowers and grasses —red and blue and yellow and white. Soon they saw Jesus coming down the street. He was riding on a little donkey. Behind him came a big crowd of men and women, but Martha and Joel and Thomas did not mind them. The children skipped happily along, scattering their flowers and grasses in front of Jesus and singing the sweetest song they knew. Jesus saw them and smiled.

"He likes them!" whispered Joel to Martha and Thomas. "Jesus likes our flowers in the middle of the street."

Busy Workers

Edward was building with blocks.

"Mother, come and see my house," he called. "It is the best house I ever built."

It really was a fine house, as Mother soon saw. There was a big porch, with a walk and three steps leading up to it. Inside there were five rooms, each room with a door and a window in it. Over all the rooms was a roof so well made that no rain could get in.

"If I were not too large, I should like to live in that house," said Mother. "It is as cozy as a little house that I found in the garden this morning."

"What kind of a house, Mother?" asked Edward.

"It was a house in the ground under a stone," said Mother. "The front doors were not as large as the end of your little finger, but inside there were many, many tiny rooms—hundreds of little rooms. Many of the rooms, I imagine, were filled with babies."

"What kind of a house was it, Mother? Who built it?" Edward asked.

"It was an ant house, or nest," said Mother, "and it was built by hundreds of little brown ants. Ants are very small, but they are busy workers. When ants want to build a house, many, many of them work together. They pick up grains of dirt in their mouths and carry them away. Then they come back and carry away more dirt until they have made a hole large enough for a room. Then they carry more dirt away and make another room, with a door between. They work and work until they have built many, many rooms. They need a large house because an ant family, or colony, always has a number of baby ants. There are upstairs nurseries and downstairs nurseries for the babies. In the middle of the day when the sun is hot the rooms near the top of the ground are hot. Then the ant nurses take the baby ants to the rooms lower down, where it is cooler. In the evening after the sun has gone down, the rooms far down in the ground become cold. Then the ant nurses bring the baby ants back to the rooms near the top of the ground, where it is warmer."

"How do ants carry the babies?" asked Edward. "They don't have hands, do they?"

"No," answered Mother. "Ants have six legs, but they don't have any arms or hands. They pick the babies up in their mouths by their loose skin. It is like carrying a baby by his clothes."

"That is the way mother cats and mother dogs carry their babies," said Edward, "and it doesn't hurt them at all."

"No, and it doesn't hurt the baby ants when they are carried that way, either," answered Mother.

"Let's go and see the house!" cried Edward, as he caught Mother's hand.

"All right," said Mother. "We can't see the babies because they are in the downstairs rooms and we are too big to go through the doors. Perhaps we can see some of the ants taking food home to the babies, however. Often ants travel a long way to get food for themselves and the babies. Ants are busy, busy workers."

A Day with Bennie

Up in the sky many little stars were shining. The moon, which was bright and round like a ball, shone through the window into the room where Bennie lay in his comfortable bed, fast asleep. In a few minutes the big, red rooster stirred on the roost and opened his eyes. He saw that the moon and the stars were not shining so brightly now.

"Cock-a-doodle-do! Cock-a-doodle-do!" said the rooster.

That meant that it would soon be daylight and time to get up, but Bennie was so fast asleep that he did not hear the rooster crow.

Soon the large, round sun came up, and everything was light.

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said,
"Ain't you 'shamed, you sleepy-head!" *

But Bennie was still fast asleep. At last Mother came into the room and called, "Bennie, it's time to get up."

Bennie opened his eyes to see the sun shining in at his window and a redbird singing in a tree outside. Quickly he hopped out of bed and ran to the bathroom. He washed his face and hands and brushed his teeth. (Continue the story of dressing and eating breakfast. Dramatize these actions as you tell them. Probably the children will pantomime the actions, too, as you talk. Continue the account of the experiences of the day, mentioning briefly some of the things that the children like best to do.)

After supper Daddy read Bennie a story about a horse. Then Bennie began to look at his Mother Goose book. Outside the sun had gone down and the birds were beginning to go to bed. Soon one little star began to shine, then another, and another. Bennie's eyes grew heavy.

"Time to go to bed," said Mother. "This has been a busy day."

Bennie washed his face, brushed his teeth, and put on his pink pajamas with rabbits on them. Then he said thank you to God for a happy day, kissed Mother good night, and hopped into bed.

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*"Time to Rise," from *A Child's Garden of Verses,* by Robert Louis Stevenson. Used by permission of Charles Scribner's Sons.

Through his window Bennie could seem some of the bright little stars. He could see the moon shining through the tree top, too. He thought he would watch to see how long the moon would hang there, but before he knew it his eyes closed. In the tree outside the mother redbird chirped softly to the baby redbirds in the nest. but Bennie did not hear them. He was fast asleep.

A Drink for the Flowers and David

David and Mother were preparing for a picnic in the woods. Mother fried chicken, and David buttered large slices of fresh, brown bread. From the cookie jar Mother took a plateful of crisp, spicy cookies. Some of them were shaped like stars, and some were wee men with raisins for eyes and three little buttons down the front made of cloves. David clapped his hands with joy. Mother cut the oranges, and David squeezed them until there was a jarful of yellow orange juice. Mother and David packed the goodies into the lunch basket. Everything was ready. Then it began to rain. *Pitter, patter, pitter, patter* went the rain on the roof. David ran to the window and looked out.

"Mother," he said, "look at the rain. Now we can't go to the woods for our picnic. I don't see why it had to rain."

Mother stood and looked at David a minute. Then she smiled and said:

"Pitter, patter, pitter, patter,
Pitter, patter, pat.
I like to hear the randrops fall
Pitter, patter, pat.

The raindrops are the water cool
For little flowers to drink.
Let's play that we are flowers small
That need a fresh, cool drink."

Then Mother and David played that they were flowers. David was a petunia. Mother was a pansy. When the sun grew hot, the petunia and the pansy drooped their heads. Down came the rain, *pitter, patter, pitter, patter.* It beat so hard on the petunia and the pansy that they bent close to the ground, but they were

so glad to get a fresh, cool drink of water. As soon as the rain was over, they lifted their heads and smiled.

Both Mother and David were having such a happy time playing that they did not notice that the patter of the rain on the roof was getting lighter and lighter. Suddenly the sun shone in at the window.

"Look, Mother," cried David. "The sun is shining."

"Why, so it is," answered Mother, "but I am afraid that it is too wet for us to go to the woods. How would you like for us to take the lunch to Marjorie's house and have a picnic there?"

"That would be fun!" said David.

Mother telephoned to Marjorie's mother. Then David took the lunch basket, and they started out. The basket was heavy, but David carried it all the way.

On the porch Marjorie had placed her little green table with four plates on it. For David and Marjorie there were two small green chairs, and for David's mother and Marjorie's mother there were two large brown chairs. Everyone helped arrange the lunch on the table. Crisp fried chicken, bread and butter, cookies, and orange juice—how good they looked, and how good they tasted!

When the last cookie had been eaten and the last drop of orange juice had been drunk, David said: "Mother, I want a drink of water. I am thirsty."

"So am I," cried Marjorie.

Mother looked straight at the children. "Oh, do little boys and girls need a drink of water, too?" she asked.

"Yes," answered David and Marjorie.

By the time the picnic was over and the dishes were washed, it was getting late. David took the empty lunch basket, and he and Mother started home. All along the way the flowers were holding up their heads, with their faces washed clean.

"Aren't the flowers fresh and bright after the rain?" Mother said. "They needed a drink of water just as you and Marjorie needed a drink of water. God, our loving Father, knew that flowers, and little boys and girls, and mothers and fathers, and animals would need a drink of water. That is why he planned to have rains." Then Mother began to sing:

"We're glad today, we're glad today,
For the rain we're glad today;
Thank you, loving Father." *

"Sing it again, Mother," said David, "because I am glad, too."
Then Mother and David sang together:

"We're glad today, we're glad today,
For the rain we're glad today;
Thank you, loving Father." *

Things to Do

Up among the clouds a little wind was crying. He was tired of playing all alone in the sky.

Cried the wind, "Woo-o-o,
There is nothing to do."

In the yard below, old Bridget was hanging out the clothes that she had washed that morning. Said Bridget:

"Och! how I wish that the wind it would blow
And dry Bobby's suit, for he needs it so;
And if it would dry, I would iron it today,
So Bobby could wear it when he goes away
To Cork to visit his auld grandmothers.
The blue suit is prettier far than the others."

The little wind heard and laughed till he rolled.

Said the wind, "Woo-o-o,
That is easy to do."

So the little wind puffed and puffed and puffed and puffed until Bridget's clothes were as dry as could be.
Said Bridget:

"Och! and I'm glad that the wind, it did blow
And dried Bobby's suit, for he needs it so;
And since it is dry, I will iron it today,
So Bobby can wear it when he goes away
To Cork to visit his auld grandmothers.
The blue suit is prettier far than the others."

---

* "Glad Song," from *Songs for the Pre-School Age*. Copyright, Sunday School Board of the Southern Baptist Convention. Used by permission.

The little wind laughed and went skipping away, but soon he grew tired again playing all alone in the sky.

Cried the wind, "Woo-o-o,
There is nothing to do."

In a little white house below, a little girl named Joan* was lying on a small, white bed. Joan was sick with fever; so her face was flushed and hot.

"Oh, Mother," said Joan, "if a wind would just blow,
It would cool my hot head, for it hurts so, you know."

Quickly the little wind stopped. Cool her hot head!

Cried the wind, "Woo-o-o,
That is easy to do."

Then the little wind blew and blew and blew until Joan's flushed, hot face grew cool and she turned over and went to sleep. The wind was so glad that he laughed and went skipping away. Soon, however, he grew tired again playing all alone in the sky.

Cried the wind, "Woo-o-o,
There is nothing to do."

In a field below, a little boy named Johnnie was trying to fly a kite. It was a pretty, big, red kite that his daddy had made for him. To the kite Daddy had tied one end of a big spool of thread. If Johnnie held tightly to the spool, he could let the pretty red kite fly up in the air without blowing away and being lost.

Said the wind, "I have worked very hard today;
So I think I will scamper away and play.
Wee Johnnie is trying his kite to fly.
I will puff it and puff it clear up to the sky,
And then I will sail it along like a boat,
And over the tree tops away I will float."

Puff, puff, puff went the little wind, and away sailed the kite higher and higher up into the sky. Wee Johnnie laughed and shouted with joy.

"Oh, Mother," called Johnnie, "just see my kite fly.
The wind now is blowing it up to the sky."

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* Be sure to pronounce Joan *Jōn.*

Puff, puff, puff went the little wind, sailing the kite higher and higher into the sky until it was time for Johnnie to pull the kite down and go home to supper. Then the little wind laughed and went skipping away home.

"Woo-o-o," said the wind, "woo-o-o, woo-o-o,
I am glad there are so many things I can do.
Woo-o-o, woo-o-o, woo-o-o, woo-o-o,
Woo-o-o, woo-o-o, woo-o-o, woo-o-o."

When All the World Is Singing

Mother and Jane were in the garden. Jane had been picking clovers to make a clover chain. Mother was sitting on a bench just resting.

"Mother, sing to me," said Jane. Every afternoon when the work was over, Mother always sang to Jane, and Jane liked that almost the best of everything. This time, however, Mother sat still for a moment. Then she said:

"Why, Jane, I am listening now to a very sweet song."

"But, Mother, I don't hear anyone singing," said Jane. "Is it Daddy?"

"No, said Mother, "it isn't Daddy; but if you will listen closely a minute, you will hear the song, and you may be able to see the singer."

Jane sat very still. "Is it a bird, Mother?" she asked.

"Yes," replied Mother, "it is a cardinal [redbird] sitting on the top of the orange tree, and he is singing one of the sweetest songs I know:

Bird-ie, bird-ie, bird-ie,
I'm as happy as can be,
For I have a nest in an orange tree.
Bird-ie, bird-ie, bird-ie."

"I hear another song, too," said Mother. "See if you can hear it."

Jane sat very, very still. "O Mother, is it the bumblebees?"

"Yes," replied Mother, "hear them hum:

M-m-m-m, m-m-m-m, m-m-m-m,
M-m-m-m, m-m-m-m, m-m-m-m.

We find sweet food in every clover;
So we say, 'Thank you,' over and over.
M-m-m-m, m-m-m-m, m-m-m-m."

"There is another song, too," Mother continued, "but it is such a soft, soft song that you have to have sharp, sharp ears or you can't hear it."

Jane sat very, very still for a long, long time. Then finally she asked, "Mother, is it the wind in the trees?"

"Yes," said Mother, "it is the wind in the leaves."

"What is it saying, Mother?" asked Jane.

Mother thought a moment. Then she said:

"Says the wind, 'Little leaves, won't you play with me?'
And the leaves whisper back, 'We are glad as can be.' "

"The wind is blowing the flowers too," said Jane. "What are the flowers singing?"

"Perhaps this is what the flowers are saying," replied Mother:

"The flowers nod and whisper low,
'The world is beautiful, we know."

"And since the cardinal and the bumblebees and the wind and flowers are singing," continued Mother, "they make me want to sing, too." Then she began to sing:

"I am so glad for everything,
I want to laugh and dance and sing,
'Thank you, loving Father.' " *

"Oh, let me sing it with you," cried Jane.

So Mother and Jane sang together:

"I am so glad for everything,
I want to laugh and dance and sing,
'Thank you, loving Father.' " *

* "Thank You, Loving Father," page 144.

When Jesus Was a Little Boy

The Bible does not tell us much about what Jesus did when he was a little boy, but often I like to think about what he must have done.

I am quite sure that when Jesus was a little boy, he helped his mother at home in all the ways that a little boy could help. Often he must have taken a bowl of beans to Mary to cook for dinner, and when Mary was making bread he must have carried dried grass to put on the fire so that the stove would be hot enough to cook a nice loaf of bread. And when dinner was cooked and Joseph came home tired from his work in the carpenter shop, I think that Jesus helped his mother spread the table and put on it the cups and bowls that were needed.

I like to think, too, that early in the morning when Mary was cleaning the house, Jesus helped her spread a bright rug over the bed to make a comfortable couch to sit on. Then perhaps he took a pretty red water jar and ran down to the well to get some cool, fresh water for Mary to drink.

I am sure, too, that Jesus liked to go to the carpenter shop where Father Joseph was working with his chisel and saw, making doors or stools for a new house. Perhaps he played with the blocks that fell from Father Joseph's saw, building a house or a fold for the sheep; but when Father Joseph needed a tool from the other side of the room, I like to think that Jesus left his blocks and ran to take the tool to his father. And sometimes when Father Joseph was hot and tired, Jesus must have taken him a cool, fresh drink of water.

I like to think, too, that when friends came to visit Mary and Father Joseph, Jesus gave them a stool or a bright rug to sit on and tried in every way to make them comfortable and happy.

And often when we have been building a house with blocks or helping at home or making a friend comfortable, I like to say to myself, "Perhaps we have been doing the very same things that Jesus did when he was a little boy."

Each Likes His Own Home Best*

Once upon a time there was a little toad who thought his own home was the best home in the world. Such a funny home as it was too! But God had given it to him, and, of course, it was just the right home for the little toad. Where do you think it was? No, it wasn't a nest in a tree. It was just a little hollow under a stone where it was all dark and damp and cool as could be. The little toad liked it so much that he thought everybody and everything else in the world must wish for such a home as his.

So one day when a robin came flying by he called to the robin, and said he: "Please wait a minute, dear robin. I want to ask you something." So the robin perched overhead on a bough and chirped politely, "Well, sir, what is it?"

Said the little toad:

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the robin sang:

"It may suit you, but it wouldn't suit me,
I love my nest in the spreading tree.
That's the dear home that God gives me."

Then he flew away. Pretty soon the little toad hopped along near a brook, and he spied a tiny fish swimming in the water, so he asked the fish:

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the fish said:

"It may suit you, but it wouldn't suit me;
God made the rivers, the lakes, the sea,
Full of clear, bright water for fishes like me."

Then he swam swiftly away. Then a squirrel came whisking by, and the little toad asked him:

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the squirrel twinkled his bright little eyes, and he said:

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*From *Our Father's Gift,* Christian Nurture Series. Used by permission of the Morehouse Publishing Company.

"It may suit you, but it wouldn't suit me.
I like my nest in the hollow tree;
That's the snug home that God gives me."

Well, the little toad was more and more puzzled, when along came a happy little boy whistling a merry tune. "I'll ask him," said the toad. "He ought to know what home is best." So he called to the boy:

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

How the little boy laughed!

"Oh, no," said he, "that might suit you, but it wouldn't suit me.
My father and mother and I, we three,
Have the dearest home in the world, you see;
But mother tells me that God knows best,
For the fishes, the sea; for the robin, his nest;
For the squirrel, his hole in the hollow tree;
And your stone for you where it's cool as can be."

So the little toad hopped back happily under his stone, where it was damp and dark and cool as could be.

Bunny Cottontail

Bunny Cottontail was a wee, wee, little baby rabbit. In fact, he was such a little baby that he could not even open his eyes. Day after day he lay with his four brothers in the soft bed that Mother Cottontail had made for them out of grass and her own hair. Whenever Mother Cottontail went away, she tucked her babies under a coarse, felted coverlet, so they would be snug and safe until she returned. Mother Cottontail took such good care of Bunny and his four brothers that by and by they grew large enough to open their bright little eyes wide and to run and play.

The home where the rabbits lived was in a brier patch, but outside there was a green field where the flowers grew—red and yellow and blue. Often Mother Cottontail took the five little bunnies out into the field to play. Sometimes they hopped after one another almost as if they were playing "Follow the Leader." Sometimes they rolled over and over in the soft grass. Mother

Cottontail always stayed near to watch because she did not want anything to hurt her babies.

Mother Cottontail taught the little rabbits many things. She taught them how to wash their faces with their front paws. She taught them how to scratch their ears with their feet. She taught them to stand on their hind legs so that they could see high over the grass. But, most of all, she taught them to lift their ears and listen carefully to every strange noise.

Every day Bunny and his four brothers grew and grew. Soon they were almost as tall as Mother Cottontail.

One day Mother Cottontail was going to Mr. Brown's garden to eat some fresh, green cabbage. Since Bunny was getting to be such a big rabbit, she told him that he might go, too, if he would stay very close to her.

Away went Mother Cottontail hopping off toward Mr. Brown's garden with Bunny close behind. As they hopped along Bunny noticed what long, strong hind legs Mother Cottontail had. Bunny stretched his own hind legs. They were long too. He began to wonder why his hind legs were so long. Just then Mother Cottontail stood very still, too, and lifted her big ears to listen. Bunny stood very still, too, and lifted his big ears to listen. Not far away something was running through the grass. Bunny stood on his hind legs and stretched his head high to see. In the field just ahead of them Bunny saw a big brown dog. Mother Cottontail must have seen it, too, for suddenly she dropped down low in the grass.

"Bow-wow-wow," said the dog. "Bow-wow-wow."

Bunny was so frightened that his nose quivered and his legs began to shake.

"Don't be afraid," said Mother Cottontail. "Just follow me."

Then Mother Cottontail started running toward her home in the brier patch. Bunny's legs were long, but not quite as long as Mother Cottontail's legs; so he could scarcely keep up. Mother Cottontail's brownish gray fur looked so much like the dry grass through which they were running that one time Bunny thought he had lost the way. He was afraid. His legs began to shake more than ever before. The dog was coming nearer. Just then Bunny saw the white spot on his mother's tail bobbing up and

down in the grass as Mother Cottontail ran. He was so glad! He ran faster and faster now, always watching the white spot bobbing along in front of him.

"Bow-wow-wow," said the dog. "Bow-wow-wow."

Bunny could feel the dog's hot breath on his back. Then he saw the white spot on Mother Cottontail's tail slip into the brier patch. Bunny made one more big jump and slipped into the brier patch, too. He was shaking all over. He crept close to Mother Cottontail.

"Don't be afraid," said Mother Cottontail. "You are safe now. The dog can't come into the brier patch."

And sure enough, Mother Cottontail was right. The dog tried to push in here and to push in there, but every time the briers stuck into him and hurt so much that he stopped.

"Bow-wow-wow," said the dog. "Bow-wow-wow."

Again and again he tried, but he could not get into the brier patch. At last he had to go away.

Bunny was very, very tired. He folded his front paws under and rested on his hind feet. Those long, strong hind legs, how glad he was for them! If it had not been for those long, strong hind legs, the dog would have caught him before he reached his home in the brier patch. And that white spot on Mother Cottontail's tail. Without that white spot to follow he could never have found his way home. Slowly Bunny's eyes closed. Far away in Mr. Brown's garden a dog barked, but Bunny was not afraid now. He was safe in his own house in the brier patch, fast asleep.

When Boxy Moved

Boxy was a big mud turtle that lived in a pond near Peter's house. Boxy liked to swim around in the water or bury himself in the soft mud at the bottom of the pond. When he was hungry, he caught a fish or snapped up a little black bug that happened to be swimming near. For a long time Boxy was very comfortable and happy. Then something bad happened: the pond began to dry up. Boxy noticed that every day the water was lower and lower. Finally there was no water at all in the pond. Boxy tried to bury

himself in the soft mud; but soon the mud dried up, too, and there was nothing left in the pond except hard, dry dirt.

Now Boxy could not live there any longer. He would have to move to another place. Slowly he climbed up on the bank of the pond and started down the path toward the garden. He walked very slowly, for his legs were short and he was carrying his house on his back. He looked to this side and that side, but nowhere did he see any water.

Finally he heard a noise ahead. It was a little squirrel cracking an acorn high up in an oak tree. The squirrel quickly swallowed his acorn. Then he scurried to the edge of the oak tree. With one big jump he landed on a branch of the maple tree above where Boxy was standing. Boxy walked slowly toward the tree. He climbed up on something hard near the trunk of the tree. The house he was carrying on his back knocked against the tree. His claws slipped. Bump! he fell back to the ground.

A large gray cat looked at Boxy with her big green eyes. Boxy was frightened. If he had been on a log in the pond, he would have dived quickly into the water. There in the soft mud at the bottom of the pond a cat could not get to him. But the pond was dry, and Boxy was on the garden path. There was nothing he could do except draw his head, tail, and legs inside his house and wait. When he poked his head out again, the cat was gone.

Slowly Boxy walked on. He crawled up on the sidewalk that led to Peter's house. It was hot and hard and dry. It hurt his feet so that he could not walk well. Just then Peter and his friend James came running out of the kitchen door.

"Oh, ho!" cried Peter. "Look at the turtle."

Quickly Boxy drew his head, tail, and legs into his house. Peter and James rolled him over on his back and poked him with a stick. They liked to see him squirm and draw his head farther into his house. They did not know that they were hurting Boxy. Just then Mary, the cook, came along.

"Poor turtle," said Mary. "He can never walk lying on his back."

Carefully Mary turned Boxy over. At first he stayed very still, but the walk was hot, and no one seemed to be bothering him any more. Slowly he crawled off the sidewalk and down the garden

path again. Bunny Rabbit was hopping merrily along in the garden. Boxy crawled slowly behind him. At last Boxy reached the brier patch and crawled inside. It was quiet and cool in the briers. Boxy closed his eyes and went to sleep, for he was very tired.

When he awoke his skin was very dry and he felt very hungry. He could not stay here. Slowly, very slowly he pulled himself along. Would he ever find a place to live? Suddenly his feet touched the cool mud. Boxy opened his eyes and blinked in the sun. There before him was a small river full of cool water and soft mud! He pushed out farther into the water. How comfortable it felt on his dry legs and head and tail. After a while he began to swim. The house on his back did not seem very heavy now. Down, down, down he went until not even the top of his house could be seen above the water. When he came up once more, he looked satisfied, as if he had eaten a big dinner. This was a good place to live, better even than the pond. There was more to eat, and there was more water. Slowly he climbed up on a log floating in the river. He liked the warm sunshine when there was plenty of water near. Yes, he liked his new home. In spite of the long walk and all the dangers, he was glad he had moved!

Feeding the Ducks*

Every day when dinner was over Donald collected all the old pieces of bread and toast that were left over and put them in a bucket. By and by the bucket was full.

"Mother, the bucket is full of bread," said Donald. "May we go to the park today and feed the ducks?"

"Yes," answered Mother, "when I come back from my meeting this afternoon, we will go in the car. Would you like to ask Dick to go with us?"

Dick was the little boy who lived next door.

Honk, honk, went the horn on Mother's car. Donald and Dick quickly put on their caps and coats.

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*From the *Elementary Teacher*. Permission of Whitmore & Smith.

"We are ready, Mother," called Donald as he picked up the bucket of bread and ran out to the car.

Whiz, whiz, went the car down the street, into the park, and up to the lake where the ducks, geese, and swans lived. The ducks and geese crowded around the car.

"Quack, quack, quack,
I want some of that,"

said a big Mallard duck.

"Quack, quack, quack,
We want some of that,"

cried all the ducks as they crowded around Donald and Dick, stepping on each other's feet and stretching their long necks up for something to eat.

"Qua-ank-nk, qua-ank-nk," cried a big, white goose as she came running and flapping her big, white wings.

Across the lake came the long-necked swans, looking like sailboats on the water.

Then Donald opened the bucket, and he and Dick and Mother threw out the bread and toast until there wasn't even a crumb left.

"Goodbye, ducks and geese and swans," cried Donald and Dick. "We will come back as soon as we can save some more bread."

"Quack, quack, quack," said a big, white duck as he stretched his long, white neck toward the open door of the car. "Quack, quack, quack."

Donald and Dick laughed.

"Listen, Mother," cried Donald, "it sounds as if he is saying, 'Quack, quack, quack; come back, come back, come back.' "

"Perhaps he is," laughed Mother. "Perhaps Mother Duck taught him how to be polite to his guests, too." Then Mother smiled and bowed in her most charming way. "Thank you, Mr. Duck," she said. "We have enjoyed our visit very much. Won't you come to see us some day?"

Donald and Dick laughed and laughed.

"Thank you, Mr. Duck, thank you, Mr. Duck," cried Donald and Dick as the horn on Mother's car went *honk, honk,* and the car rolled slowly along beside the lake toward home.

POEMS

Time to Rise

A birdie with a yellow bill
Hopped upon the window sill,
Cocked his shining eye and said:
"Ain't you 'shamed, you sleepy-head!"

—Robert Louis Stevenson. From A Child's Garden of Verses. Used by permission of Charles Scribner's Sons, Publishers.

It's Nice to Gather Flowers

It's nice to gather flowers in the meadow on the hill,
And to put a great big jar full on the wide bay-window sill.
It's nice to gather flowers all along the meadow brook
And to take a bunch to mother, just to see her happy look.
And it's nice to gather flowers, blue and yellow, red and gold,
And to carry them to grandma for her loving hands to hold;
For she doesn't often go herself to see the flowers bloom,
So it's nice to bring the meadow right inside her living-room.

—Gertrude L. Belser. From Boys and Girls. Permission of Whitmore & Smith.

Once I Saw a Little Bird

Once I saw a little bird
  Come hop, hop, hop;
So I cried, "Little bird,
  Will you stop, stop, stop?"
And was going to the window
  To say, "How do you do?"
But he shook his little tail,
  And far away he flew.

—Mother Goose.

For the Children

I think the loving Father made
The wind and sunshine and the shade
For little children. Oh, he knew
They love to play the summer through;
They love the sun's warm golden light;
They love the quick wind blowing bright
Across the grasses and the trees;

They love the buzzing sound of bees;
The cricket's chirp. The funny noise
That frogs made pleases girls and boys.
Each dancing flower on its stem
Is such a keen delight to them.
I think the loving Father knew
Just what would make them glad, don't you?

—Grace Noll Crowell. From Boys and Girls. Permission of Whitmore & Smith.

Rain

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

—Robert Louis Stevenson. From A Child's Garden of Verses. Used by permission of Charles Scribner's Sons, Publishers.

Little Robin Redbreast

Little Robin Redbreast sat upon a tree,
Up went Pussy-cat, and down went he;
Down came Pussy-cat, and away Robin ran;
Says little Robin Redbreast, "Catch me if you can."

Little Robin Redbreast jump'd up on a wall,
Pussy-cat jump'd after him, and almost got a fall;
Little Robin chirp'd and sang, and what did Pussy say?
Pussy-cat said "Mew," and Robin jump'd away.

—Mother Goose.

Invitation

Little squirrel, swift and free,
Scamper up my old oak tree!
Trail along your plumy tail,
On the fence's highest rail,
I can see your tiny feet,
As you play beside the street.
Do you think it such a lark,
Running, jumping in the park,
Snatching peanuts that I toss,
Nibbling on a clump of moss?
I'll not scare you, sure I'll not;
I'll stand still in this one spot.
But little squirrel, swift and free,
Won't you please run up my tree?

—*Georgia M. Stamper. From Boys and Girls. Permission of Whitmore & Smith.*

Mary Had a Pretty Bird

Mary had a pretty bird,
  Feathers bright and yellow,
Slender legs, upon my word,
  He was a pretty fellow.

The sweetest notes he always sang,
  Which much delighted Mary;
And near the cage she'd ever sit
  To hear her own canary.

—*Mother Goose.*

The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
  O wind, a-blowing all day long,
  O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
  O wind, a-blowing all day long,
  O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
  O wind, a-blowing all day long,
  O wind, that sings so loud a song!

—Robert Louis Stevenson. From A Child's Garden of Verses. Used by permission of Charles Scribner's Sons, Publishers.

Who Has Seen the Wind?

Who has seen the wind?
  Neither I nor you:
But when the leaves hang trembling
  The wind is passing through.

Who has seen the wind?
  Neither you nor I:
But when the trees bow down their heads
  The wind is passing by.

—Christina G. Rossetti.

Whisky Frisky

Whisky, frisky,
  Hippity hop,
Up he goes
  To the tree top!

Whirly, twirly,
  Round and round,
Down he scampers
  To the ground.

Furly, curly,
  What a tail!
Tall as a feather,
  Broad as a sail!

Where's his supper?
  In the shell.
Snappy, cracky,
  Out it fell.
  —*Author unknown.*

Helping Mother

We like to help mother,
  My sister and I;
She washes the dishes,
  While I wipe them dry.

Perhaps when I'm older
  I'll wash them some day,
While sister will wipe them
  And put them away.

Now when we have finished
  Each dish in its place,
Our mother will thank us,
  A smile on her face.

We like to be useful
  And show her each day
Just how much we love her
  In this happy way.

—*Elizabeth Cushing Taylor. From Boys and Girls. Permission of Whitmore & Smith.*

Shadows

My shadow is the other me
That walks along where I can see.
The morning shadow is quite tall,
The noontime one is very small.

My evening shadow is so slim
I hope I do not look like him.
And yet I think it fun to see
Each shadow that belongs to me,
Short or fat, or slim and tall,
Upon the floor or on the wall.

—*Elizabeth Cushing Taylor. From Boys and Girls. Permission of Whitmore & Smith.*

The Caterpillar

Brown and furry
Caterpillar in a hurry;
Take your walk
To the shady leaf, or stalk.

May no toad spy you,
May the little birds pass by you;
Spin and die,
To live again a butterfly.

—*Christina G. Rossetti.*

PLAYS AND GAMES

Drop the Handkerchief

All the children except one stand in a circle with clasped hands. The odd child, carrying a handkerchief, runs around the outside of the circle and drops the handkerchief behind some child in the group. He immediately starts running around the circle. The child behind whom the handkerchief was dropped picks it up and starts around the circle in the opposite direction, trying to circle the group and get back to his place before the other child reaches it. The one who is left out takes the handkerchief for the next round.

If a child fails to see the handkerchief when it is dropped behind him, someone may call his attention to it.

I Saw

The leader makes statements about the actions of animals, birds, etc., beginning each statement with "I saw." The children dramatize each action as it is stated. Until the children become thoroughly familiar with the game, the teacher should be the leader. Later some of the children may take turns being leader. Statements should be made only about animals, birds, etc., with which the children are familiar. The following are typical of statements that may be used:

1. I saw a robin hopping on the grass.
2. I saw a bluebird flying to the apple tree.
3. I saw a little toad hopping to his home under a cool rock.
4. I saw a dog running fast.
5. I saw a rabbit hopping in the meadow.
6. I saw a rabbit running to his home in the brier patch.
7. I saw a turtle walking slowly in the mud.
8. I saw a canary swinging in his cage and singing.
9. I saw a horse galloping down the street.
10. I saw a cat walking very softly on her cushioned feet.
11. I saw a butterfly flitting by on her way to the petunias.
12. I saw a bumblebee getting honey from a clover.

Bean Bag Toss

Children may take turns tossing bean bags into a waste paper basket. As a child develops more skill, he may stand farther from the basket. Children enjoy trying to learn to throw the bean bags accurately and later displaying their ability.

Hen, Chicks, and Hawk

An adult leader is the mother hen, and eight or ten children are her baby chicks. Another child or adult leader is the hawk. The chick plays around the mother hen, running and pecking, until suddenly the hawk flaps his wings and swoops down upon them. At the first movement by the hawk the hen calls, "Cluck, cluck, cluck," and all the chicks run to her. She then extends her arms and tries to ward off the approach of the hawk toward her baby chicks. If the hawk "catches" a chick, he takes it to his nest, and the play continues.

As the play progresses, other children or adult leaders may take the part of hawk or hen.

Roll the Ball

This game is so familiar that there is no need to describe it. Two children may play it, or it may be played well by any larger number up to fifteen. It provides an excellent opportunity for children to take turns. A large rubber ball is most practicable.

Follow the Leader

A child or an adult who is especially resourceful is chosen as the leader. The others form in line behind him, single file, and imitate everything that he does. The leader may run, skip, jump, squat, kneel, hallo, swing arms, etc. By and by a new leader may be chosen.

Ring-Around-the-Rosie

This simple play is so familiar that it needs no description, but seems never to lose its appeal for the younger children in a beginner group. Children enjoy it more when they play it in small groups, for then there is more freedom for individual action.

Thanks.

Jennie Lou Milton. E. Renner.

Reverently

Thank you for the food we eat; Thank you for the friends we meet;

Slower

Thank you for our work and play; Thank you, God, for a hap-py day.

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The Rain.

Jennie Lou Milton. E. Renner.

Lightly

Pit-ter, pat-ter fall the rain-drops, Pit-ter, pat-ter, pit-ter, pat-ter.

Pit-ter, pat-ter fall the rain-drops, Help-ing the flow-ers grow.

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2. Giving the birds a drink.
3. Bringing a drink to (name of child).
4. Bringing a drink to all.

Jesus Loved The Flowers.

Jennie Lou Milton. E. Renner.

Happily

Je - sus loved the flow - ers. We

love them, too..... ..... Flow - ers make us

hap - - - py. Here are some for you.....

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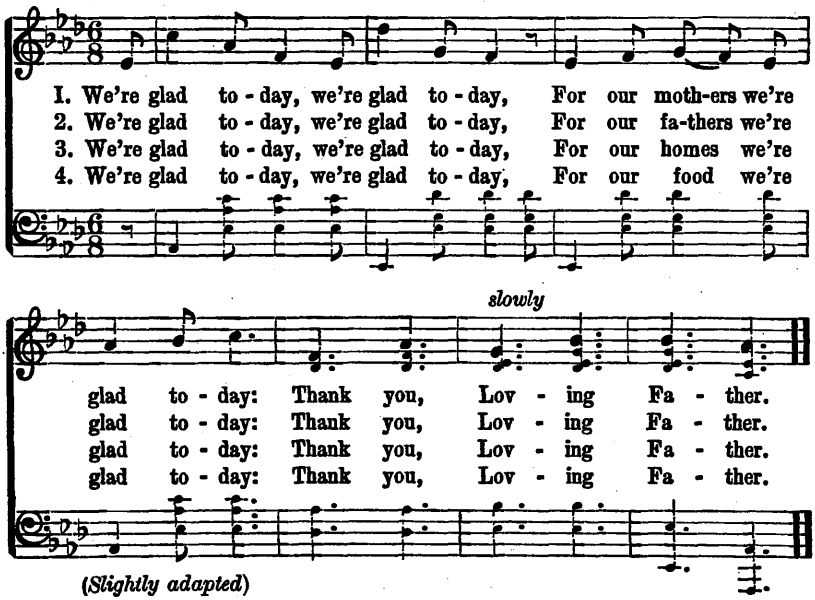
Glad Song.

Grace W. Owens. **Clara Lee Parker.**



(Slightly adapted)

From *Songs for the Pre-school Age*. Used by permission of the Sunday School Board of the Southern Baptist Convention.

Thank You, Loving Father.

Jennie Lou Milton. E. Renner.

Gracefully

For trees that stretch out wide and tall, For white clouds float - ing
For flow - ers bloom-ing in the grass, That nod at chil - dren
For sun that helps the flow - ers grow, And makes the shad - ows
I am so glad for ev' - ry - thing, I want to laugh and

o - ver all, Thank you, lov - ing Fa..... ther.
as they pass, Thank you, lov - ing Fa..... ther.
come and go, Thank you, lov - ing Fa..... ther.
dance and sing, "Thank you, lov - ing Fa..... ther."

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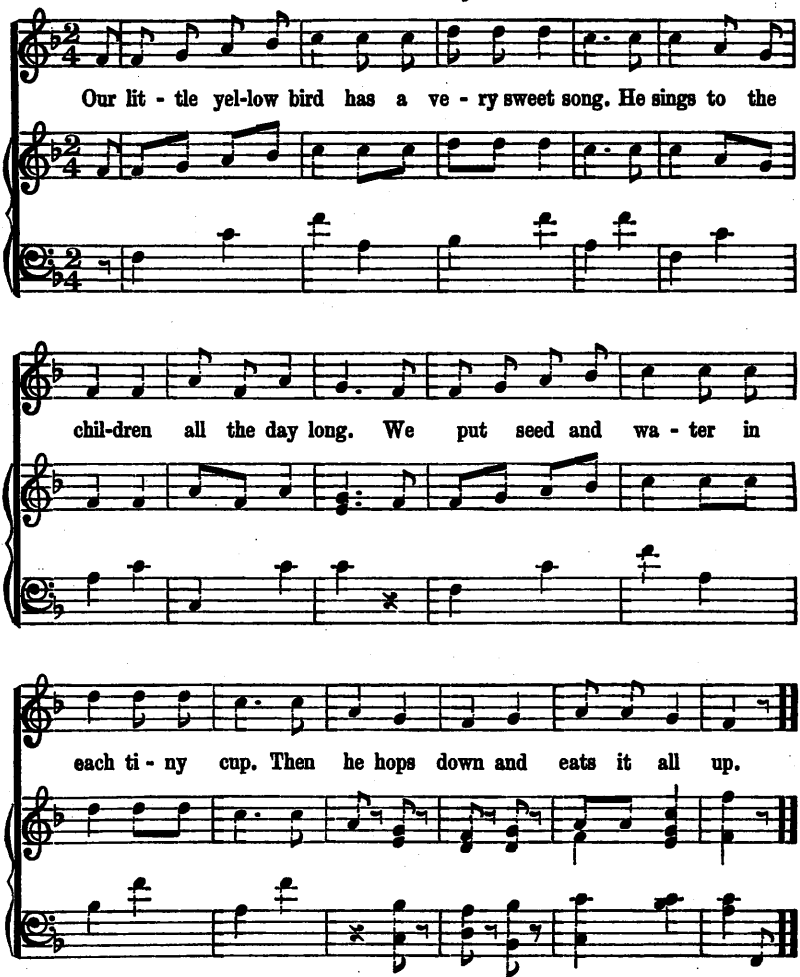
The Ganary.



From *Singing Time*, by Satis N. Coleman and Alice G. Thorn. Used by permission of the authors and The John Day Company, Inc., Publishers.

Butterfly Flitting By.

Jennie Lou Milton. E. Renner.

Lightly.

But - ter - fly, please tell me why You go flit - ting, flit - ting by.

Like a flow - er that can fly You go flit - ting, flit - ting by.

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Glover Blossoms.

J. C. Macy. J. C.

Bloom-ing clo-ver blos-soms, Fresh and fair to see,

While you live, you can give Hon-ey to the bee;

And we will not crush you Un-der-neath our feet,

While we go to and fro, Through the fields so sweet.

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Go To Sleep, My Baby.

Jennie Lou Milton. E. Renner.

With rocking motion

Go to sleep, my ba - by. Close your eyes of blue.

Go to sleep, my ba - by. Moth - er cares for you.

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Homes.

Jennie Lou Milton. E. Renner.

Quietly

Birds build their homes in bush or tree, The fish-es live in wa - ter, A
I'm glad God gives us man-y homes, Each different from the oth - er. I

toad frog snug - gles be - neath a rock, But I live with my mo-ther.
thank you, God, for ev' - ry home, But most for mine with mo-ther.

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